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ILLINOIS HISTORICAL SURVEY

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Volume VI.—1860.

THE
ILLINOIS TEACHER:

DEVOTED TO

Education, Science, and Free Schools.

DR. SAMUEL WILLARD, - - - - EDITOR.

JAMES H. BLODGETT, - - - ASSOCIATE EDITOR.

WILLIAM S. KELLY, - MATHEMATICAL EDITOR.

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1860.

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ILLINOIS TEACHER.

VOLUME VI.

JANUARY, 1860.

NUMBER 1.

PROCEEDINGS OF THE ILLINOIS STATE TEACHERS' ASSOCIATION.

OTTAWA, TUESDAY, DECEMBER 27, 1859.

THE ILLINOIS STATE TEACHERS' ASSOCIATION convened this day at Ottawa, at 10 o'clock A.M. — President HASKELL in the Chair. Mr. B. M. REYNOLDS was appointed Secretary *pro tem*.

Prayer was offered by Rev. Mr. WALLACE, of Monmouth; after which the Association was welcomed to Ottawa by BRONSON MURRAY, Esq.

The President then delivered the Annual Address; after which the Committee on Programme presented their report, which was adopted as the order of business for the Association.

Mr. GOW, of Dixon, moved that the morning exercises of the Association be opened with reading of the Scriptures and prayer; and it was so ordered.

Mr. FITCH, of Peoria, moved that a committee be selected on the President's Address; and, the motion prevailing, Messrs. STANDISH, FITCH, and EBERHART, were selected as the committee.

On motion of Mr. ROOTS, it was ordered that all friends of education be requested to take part in the business until the Secretary's book arrives.

On motion of Mr. FITCH, it was ordered that the Committee on Programme be the business committee of the Association.

The Association then adjourned to half-past one o'clock P.M.

TUESDAY, 1½ P.M.

Association assembled according to adjournment. On motion of Mr. ROOTS, two assistant secretaries were appointed — Mr. REYNOLDS, of Rock Island, and Mr. POTTER, of Bloomington.

An Essay was then read by Mr. BLODGETT, of Mendota — subject, *The Teacher's Profession*; he being chairman of a committee to report on this subject at the present meeting. Report accepted on motion of Mr. WRIGHT, and, after slight discussion, adopted.

Mr. ROOTS, as *one* of the Committee upon the Use of the Bible in Schools, made a report, the chairman being absent.

To the Illinois State Teachers' Association :

The committee to which a resolution in the following words — “*Resolved, That we, as teachers, consider the use of the Sacred Scriptures in all our schools, and the application of the moral principles and motives deduced alone from this sacred volume, indispensable to our success in securing the great object for which we labor*” — was referred at your last session, having had the same under consideration, respectfully report: That they believe that the plan of government of these United States recognizes the principle that *the majority have a right to govern in things temporal ONLY*, and the religion of every citizen of the United States is a matter *exclusively* between him and his God. So far as his fellow citizens are concerned, he has a right to believe in no God, one God, or any other number of Gods. No man can rightfully be *compelled* to assist in the propagation of *any religion whatever*.

As a plain inference from these principles, no religion should be taught in a school if it is objected to by any one who is *compelled* to contribute in any manner toward the maintenance of the school.

Your committee understand that the *principal reason* of the superior claims of the Bible upon the attention of schools is that *it is the word of God*. The mere introduction of the book into school as a revelation from God, a book entitled to more reverence than the yellow-covered literature of the day, is an attempt to propagate a religious belief from which a minority, including thousands of the tax-payers of this State, dissent. If the believers in the Protestant-Christian faith, where they are a majority, have a right to order the Bible to be read in schools, other districts, in which the majority are of a different opinion, have a right to order the reading in school of the Roman Breviary, The Book of Mormon, or the Age of Reason. Let us recollect that in civilized life no one man is expected to be able to do a portion of *every* kind of work which the comfort and prosperity of community demands. It is better for each to select some one kind of labor and learn to do it well. While one hundred artisans, each doing his peculiar work, are required to perfect a common needle, shall we require one man to teach all that a physical, mental and moral being should know and believe? So far as the knowledge of your committee extends, the provision for the religious instruction of the people is more ample than for their moral and intellectual instruction.

Your committee believe it to be inexpedient to drive any of the children of the State from the public schools by an attempt to compel the children to receive religious instruction there. They therefore recommend the adoption of the annexed resolution as a substitute for the resolution referred to them.

B. G. ROOTS.

Resolved, That every teacher should carefully consider the propriety of reading the Bible in his school, availing himself of the advice of the wise and the good who are acquainted with the peculiar circumstances of the community in which he is to teach, and do that which he believes to be right.

A motion to lay on the table was voted down. Motion was made to recommit the report to the committee.

Mr. ROOTS, as chairman of the committee, said, that nothing would be gained by placing the report again in the hands of the committee. He didn't know for himself that he could make a better report. He was very like one of the old iron-sides preachers, and spoke right out, and hit it right, generally, the first time, if he hit it at all.

Mr. POPE thought that the final resolution of the report comprehended the whole matter. He was opposed to referring it back, which, he said, would be virtually laying it on the table.

The report was accepted by a large majority.

Mr. BLODGETT moved to adopt the final resolution.

Mr. WELLS, Superintendent of the Public Schools of Chicago, said that there was no great division in the minds of those present as to the basis of our Free-School System. We agree upon general points. England has failed in the attempt to establish free schools, since each denomination insists on uniting religious with secular training. In this country the remonstrances of this class have been most usually heard from Catholics, who have objected to the severing of religious and secular training. In England, on the contrary, it would appear that Protestants have been most prominent in these complaints, demanding that their children should have a Protestant education in the school. At all events, the number there who have been willing to unite upon secular training only is so small that they have no free schools.

A Free-School System like our own comprises the rights of all the sects, and each demands that its own peculiar system be not trencched upon. We have achieved a glorious success in a system from which sectarian training is banished. It will fail whenever men of any creed having the power shall seek to introduce their own views of religious faith.

For myself, I desire that my children may be taught in the Protestant faith; but I must give that up so far as the school is concerned, or send them to a private school. I can not demand it of a Free School. So, if the Catholic wishes his child to be taught the tenets of his church, he must do the same. We all agree that no sectarianism can or must be taught, and that denominational religious teaching must be surrendered in the Common School. My own children I may teach as I choose, and as it is my duty to do, morning and evening, and on the Sabbath. On this basis rests our Free-School System.

But there are a middle class of duties that all agree upon, and which should accompany secular training. These are, obedience to parents, reverence for a Supreme Being, a love of virtue, truth, etc.

Even in Ireland, Archbishop WHATELY and others agreed upon selections of Scripture which might be read in the schools.

The speaker referred to the recent difficulty growing out of the same subject in the Boston Public Schools. He characterized it as unfortunate, and to be regretted. In Chicago he had never known but two instances where a question of this kind came up. The Rules of the Board of Education required that the Bible 'be read in the school', and that 'each teacher must join in the exercise'. In one of the instances referred to, a teacher came to him and said that a scholar came to school without his Testament. The teacher knew that he had had one. The scholar said he had lost it. The teacher was confident that either the child, his parents, or the priest, had burned it, and asked my advice as to what was to be done. I said, "All you have to do is to go on quietly and let that child alone. Pass him. The Bible is read in your school; and if any child does not choose to read, let him quietly alone."

In the second instance, the teacher said a child had declined to read the Scriptures. I called attention again to our rule that the Bible be read in the school, and that *all the teachers* should join in it. If any child is instructed at home not to read the Bible, pass him by quietly. In these three years past only these two cases have come up, and nothing further has been heard from them. The policy in Chicago is to have the Bible read in the schools without note or comment. If any parent objects, we force no child to read it. My sentiments on this point are not new. I entertained and inculcated the same in a Massachusetts Normal School, and no Board have objected to them.

Mr. WRIGHT asked, If a part of your pupils brought the Romish version of the Scriptures, would the Chicago Board sustain them in reading from that version.

Mr. WELLS.—I do not speak for the Board. For myself, I never knew a case of the kind. I should permit the child to use that version.

Mr. O'CONNOR, of Lasalle.—I have an objection to having the Bible taught in the Public Schools. I have no objection to the use of such selections as may be made by proper religious teachers. The danger in such cases is, the request might soon become a demand. Let authorized teachers give the children religious training at home. The practice throws a firebrand among the schools. The dominant party controls it. If we (the Catholics) get the upper hand, we may choose to introduce our training. I am a teacher; I love harmony. The adoption and practice of this resolution will cause deserted schools.

Mr. POPE.—The resolution covers the whole subject. Mr. WELLS's

views and course were entirely just and proper. The teacher should be intelligent enough to decide in every case for himself, and the resolution leaves it with him, and comprehends no compulsion.

Mr. WELLS asked Mr. O'CONNOR if he understood him to imply any compulsion in the matter.

Mr. O'CONNOR.— You *require* the Scriptures to be read.

Mr. WOODWORTH.— Would Mr. WELLS *require* the teacher to read the Bible in the school?

Mr. WELLS.— If the teacher had in his district no parents who wished the Bible to be read, I, for one, would say nothing about it.

Mr. CUTCHEON, Superintendent of Public Schools in the city of Springfield, in commenting upon the resolution, said it left the teacher nothing positive. It leaves every thing loose. He is to go into a neighborhood, 'consult and advise with the wise and good'. If they counseled infidelity, he was to teach infidelity; if they suggested the Bible, he was to teach the Bible. (Objections were raised to claimed misconstruction by the speaker.)

Mr. ROOTS insisted upon a specific and fixed meaning to the phrase 'wise and good'.

Mr. CUTCHEON, resuming, insisted that the resolution gave the teacher nothing fixed and settled. It advised nothing, but left all to the teacher himself. He himself was in favor of the Bible. He urged that the gentleman from Chicago made a distinction without a difference in enforcing the listening to but not the reading of the Scriptures. Let us take boldly one position or the other; let us take ground in favor of or against our Protestant Bible. Because a few Catholics raise a clamor, shall we yield, and banish the Bible from our schools?

Mr. FITCH thought the resolution might answer were there some *thermometrical* Bible-reading, a thermometer to measure and be the teacher's guide in each district. We wish to give the force of this Convention in favor of the Bible. As to the individual choice of the scholar in the matter, if one may say 'I will not', another may, and still another, and finally a decision of the scholars may settle the matter. Let us have something decisive, either the requiring the Bible to be read in schools, or its abandonment.

Mr. ATKINSON, of Chicago, offered as an amendment—

Resolved, That we recommend the reading of the Bible, without note or comment, in all our schools.

Mr. ROOTS asked what Bible the amendment referred to. The Mormons had their Bible; the Campbellites their version; the Baptists had expended \$100,000 to secure a version of their own.

Mr. HIGGINS liked the remarks of Mr. CUTCHEON. He believed no education was complete that did not include moral as well as intellectual.

Mr. HESLET.—We have a Bible on which all Protestants agree : all sects listen to its ‘reading without note or comment’, and each put their own construction, and retain their conviction. But another and outside class come up, claiming to be liberal, and make a violent outcry against sectarianism. In his opinion, these last were among the most bitter sectarists. The resolution merely advises to consult ‘the wise and good’. Now, these differ in all communities, according to the standard of each. In this question of the Bible in schools extremes meet : liberalists on the one hand, and extreme sectarians on the other, cry out against the Bible.

Mr. FLAGG, of Bureau county.—The question has been raised, What can this Convention do in the matter? For himself, he wished the Legislature might pass a law making it incumbent on all teachers to read the Bible in school. In the case of the Boston School, he knew the circumstances. He sustained the teacher in that instance. All authority in school is subverted at once if every scholar may decide for himself. It will be another matter if the Board choose to designate exceptions; but until they do so it can not be left to the scholar. He was opposed to the suggestion of the resolution that the teacher should go about asking advice. If the teacher could not decide for himself he was not fit to teach. And now, again, what kind of a Bible do we want? Shall we turn from the translation of King James to the Bible of Pope Pius Ninth? I am in favor of our Protestant Bible as it stands; it is our duty to read it in school. We may do it in various ways: I read it myself in my own school. The Bible underlies all our institutions.

Mr. ROOTS said that, as Chairman of the Committee whose report was under debate, he wished to ask one question. If the majority may rule in sectarian matters in our free schools, and in some of our districts an overwhelming majority places Paine’s Age of Reason in some of our schools, will the gentlemen furnish us some argument we can use in such a case, when we meet with such a majority?

Mr. GOW was not certain that we should insist on a rule requiring reading the Scriptures. The rule is that we should do to others as we would they should do to us. The teacher should ask whether it might not be possible for him to provoke intolerance by intolerant views on his own part. The suggestion of the resolution to consult ‘the wise and good’ of the district is a wise one for any teacher. He was in favor of the reading of the Bible; but there might be places where it would be better to forego its reading than to continue a barren and profitless reading.

Mr. PARKER wished the Convention were discussing something with a *nub* to it. The only result of this discussion will be that every one will go home and do his own way. As for me, I read the Bible in my school, and shall always do so while I teach. Once in Ohio I read the Bible and opened the school with prayer. They objected, some of them. I told them if they wanted me I would stay, but I would not give up the Bible and prayer in school. The Bible underlies every thing that is valuable and permanent in our institutions.

Mr. POPE offered an amendment to the amendment, specifying 'King James's version', and '*earnestly*' recommending the same to be read.

Mr. ROBINSON, of Princeton, opposed the resolution on the ground of Liberty of Conscience. In this State every man is bound to support the schools, and he has a right to control the education of his children. The Bible can not be read without inculcating doctrine. If one man in the district is opposed to the Bible he has a right to be heard.

Mr. WALDO said that Mr. ROOTS had claimed the Bible to be sectarian. The Bible was no more sectarian than was God's rain and sunshine. As to the resolution, in fact the teachers have nothing to do in this matter. It has been given by the law exclusively into other hands—to the Directors and Boards of Education. This circumstance is fatal to the resolution. On the contrary, the amendment is the mere expression of conviction of a duty.

Mr. HARRINGTON.—I am a Protestant, and read the Bible in my school. Have never heard any trouble about it. He deprecated the bringing up of this matter. It would do no good.

Mr. O'CONNOR, rising for an explanation, deprecated all tests for the teacher but 'Is he honest, and is he capable?'

Mr. NIXON, of Northville.—I am opposed to the reading of any Bible in school. I revere the Protestant Bible too much to read it there, because in the mixed collection it is not received with the respect I crave for it. As to the Douay version, it has received no sanction from the Fathers. It binds no body.

Here the cry of 'Question', 'Question', became general.

Mr. ROOTS, as the chairman of the committee which presented the report under discussion, claimed the floor, by agreement, to close the discussion. He referred to the peculiarities of his own section—'*Egypt*'—and his own experience as a teacher and in introducing other teachers there. In one locality, a few years since, the Mormons had a majority among the tax-payers. He read the Bible in his school. Found no 'lack of respect', referred to by one gentleman. Any one who is troubled in that way is unfit to teach school. With some further remarks of a desultory nature the speaker closed.

The amendment was then carried nearly unanimously.

The Association then adjourned till seven o'clock, evening, when it assembled to listen to an address by Rev. EDWARD BEECHER, of Galesburg, an abstract of which will be hereafter given. At the close of the address the Association adjourned till 9 A.M. of Wednesday.

WEDNESDAY, DECEMBER 28 — 9 O'CLOCK A.M.

The exercises were opened with singing, and with prayer by Rev. Dr. BEECHER, of Galesburg.

MR. ETTER, of Galva, was constituted Railroad Secretary, to fill out return certificates for members.

In the absence of the Treasurer, Mr. WOODARD, of Chicago, was chosen Treasurer *pro tem*.

The report of the Secretary on the preceding day's proceedings was read and accepted.

On motion of Mr. ROOTS, the roll of the Convention was commenced, and a portion of time was devoted to preparing a list of members.

MR. HOVEY asked if it would be in order to introduce miscellaneous business: if so, he would move that the Chair appoint a Committee on Nominations.

MR. FITCH objected, that the Convention had a roll still incomplete.

MR. HOVEY urged his motion, for the expediting of business.

MR. REYNOLDS seconded Mr. HOVEY's motion.

MR. FITCH objected to this mode of constituting the Committee on Nominations: he wished each district might nominate its own.

MR. JUDD sustained Mr. FITCH's position.

MR. HOVEY said he did not intend to insist on any plan: he would accept of any amendment. The precedents are varied. He only wanted the committee: it might be constituted by the Chair or by the house.

MR. FITCH moved that a Nominating Committee of nine be selected by the body — one from each Congressional District — for a choice of officers. Carried.

The committee thus nominated consisted of the following gentlemen: *First District*, Mr. HICKS, of Galena; *Second*, Mr. WOODARD, of Chicago; *Third*, Mr. HESLET, of Earl; *Fourth*, Mr. FITCH, of Peoria; *Fifth*, Mr. CHAMBERLIN, of Griggsville; *Sixth*, Mr. CLARK, of Sangamon; *Seventh*, Mr. WILLIS, of Richview; *Eighth*, Mr. WRIGHT, of Kinmundy; *Ninth*, Mr. ROOTS, of Tamaroa.

The report of the Committee on Reform Schools was presented by Mr. FITCH, of Peoria, as follows:

Your Committee, having considered the subject of the resolution referred to them at the last meeting of the Association, beg leave to make the following report:

WHEREAS, A necessity exists for institutions not only for the punishment but for the *reformation* of those young persons who become amenable to the criminal law of the State; and *whereas*, our county jails and State prisons do not furnish such facilities for moral and religious instruction as are necessary to the reformation of youthful offenders; therefore,

Resolved, That we earnestly recommend to the Senate and House of Representatives of the State of Illinois the establishment of such an institution (or institutions) for the reformation of youthful offenders of both sexes as shall combine the confinement necessary in such cases with suitable intellectual, moral and religious instruction, thus uniting the influence of the teacher and the well-trained school with that of the prison, for the purpose of preventing the repetition of crime, and of rendering those benefited by it good citizens and good members of society.

A. H. FITCH.

Mr. FITCH further made a verbal report as to present condition and progress in the matter of Reform Schools throughout the country. In the course of his statements he pronounced the Chicago Reform School a failure, so far as regarded the results expected of and long claimed for it.

Mr. GOW, of Dixon, asked, in explanation, if the statement of Mr. FITCH as to the Chicago Reform School were not at variance with facts given from authentic sources.

Mr. SMITH, of Chicago, said that there was in the statement of Mr. FITCH more truth than the best friends of the Chicago Reform School wished there was. It had been the object of much affection and much commendation; but, under the late retiring superintendent, Mr. NICHOLS, it had not gained all the success it had been hoped it would achieve. In many points of order and discipline in giving the boys a systematic training in labor, mental and physical, and in personal habits of cleanliness, it had (there was no denying it) been well-nigh a failure, and its friends must confess it with regret, and a change in its plan of management had become a necessity. He believed Mr. NICHOLS's plan failed latterly most largely in 'weeding out' the good boys for a home in a new building without the walls of the school, thus severing them and their influence from the boys of inferior grades, and lowering the standard of merit in the herd within the walls proper. Much good had been done by the school. He referred to the class of boys with which the school commenced, and the sympathy with which the Chicago public had watched and fostered its success.

Mr. ATKINSON, formerly and for five weeks a teacher in the Chicago Reform School, corroborated the statement as to the general success of that institution.

Mr. HEYWOOD moved to lay the report on the table. Carried.

Miss C. M. GREGORY, Associate Principal of Mt. Carroll Seminary, Carroll county, read an Essay on the *Teacher's Field of Labor*.

P. D. HAMMOND, of Danville, read an Essay: *Influence of Personal Character of the Teacher*.

Adjourned to half-past one P.M.

WEDNESDAY, 1½ O'CLOCK P.M.

After the transaction of some miscellaneous business, the Convention listened to Essays as follows:

Rev. C. FOOTE, of Jerseyville: *Discipline*.

Mr. CUTCHEON, School Superintendent of Springfield: *School Martyrs*.

Also, a Lecture was delivered by Rev. S. F. WALDO, of Lasalle.

Messrs. HIGGINS, CUTCHEON and POPE were appointed a Committee on Resolutions.

At 3 P.M. a motion was made to lay on the table the question set for discussion at that hour, 'How many hours per day ought scholars in the several grades of our schools to be confined to study?' Carried.

Mr. ATKINSON moved to bring up the matter of Reform Schools, previously laid on the table.

Mr. ROLFE urged the taking this subject from the table. It was negatived.

On motion, it was made the special order of the day for Thursday at 10 A.M.

The Committee on 'The Teacher's Profession' presented a report.

Mr. ROOTS wished to discuss the resolutions separately.

Mr. PADDOCK moved to lay on the table. Lost.

Mr. REYNOLDS said the report suggested nothing, and gave no suggestions for examining teachers.

Mr. WOODWORTH moved to take up the matter separately. Carried.

The first resolution was taken up.

Mr. ROOTS moved to adopt.

Mr. GOW thought that any change made must be a legislative one. It can be reached in no other way. For himself, he thought the law should be changed, as now the teacher was put upon his qualifications before a man who might be entirely incompetent.

Mr. ROOTS opposed the resolution. He said the same objection might be urged even in the election of our chief judges: a man not a lawyer might be chosen. We can not control the people's votes. We can not believe the legislature will consent to establish the precedent of specifying a profession eligible for any office.

Mr. GOW asked if two wrongs made a right.

Mr. ROOTS.—The people will choose whom they will.

Mr. POPE moved to amend by striking out 'the argument in the resolution', making it read: "*Resolved*, That the qualifications of teachers are now too low."

Mr. BLODGETT, who presented the report, said the only object contemplated was to seek an expression of the views of the Convention.

After some further discussion, the remainder of the report was, on motion of Mr. CUTCHEON, recommitted to a new committee.

Adjourned to half-past seven P.M.

WEDNESDAY, 7½ P.M.

At the evening session a large number of citizens of Ottawa were present.

Mr. REYNOLDS offered the following resolution :

Resolved, That the location of the next Convention be left to a special committee to be chosen by the Chair.

Mr. HEYWOOD moved to amend by leaving the same to the Committee on Programme. Accepted by the mover.

Mr. FITCH moved also to leave the fixing of the hour of opening to that committee.

Mr. CUTCHEON considered the question a vital one. When it comes to be understood that the railroad question has something to do with the location of the next Convention, railroad companies may be found to act more magnanimously.

The resolution was passed, as follows :

Resolved, That the location of the next meeting of this Association be left to the Programme Committee, and that they are hereby authorized to decide upon and announce the day and hour of organization.

The President announced the Committee on Teacher's Profession as follows : MESSRS. BLODGETT, CUTCHEON, and POTTER.

President HASKELL then said :

Citizens of Ottawa: In behalf of the State Teachers' Association I am unexpectedly called upon to return to you our thanks for your hospitality which we have shared. The ordinary duties as a presiding officer have been performed with little difficulty; but for this unforeseen duty I find myself wholly incompetent, for empty, sounding words can not convey to you the true gratitude that pervades every heart in the Association. What can be said to assure you of the lasting obligations under which we have been placed by the kind, the full, the noble hospitality which you have so generously showered upon us!

We are all telegraphers. If you could have seen the lines in constant operation, as members, male and female, have met here and exclaimed, 'What friends these people are! how well they entertain us! what interest they have in our work!' you would know that our hearts' strongest currents proclaim your unbounded hospitality. As we go forth to the various parts of the State, the lines will ever be in operation, proclaiming your kind treatment and warm friendship. We have eaten of your abundance, warmed by your firesides, dreamed dreams of peace and happiness beneath your hospitable roofs; and we have shared in the hopes of your future and been proud of your preëminence.

If aught were needed besides the hospitality of your homes to assure us that you are warmly interested in the cause which demands our energies, it is to be found in the unasked and generous appropriation made by your city to defray the expenses of our Association. Your citizens and your public officers have shown a like hospitality toward us.

Citizens of Ottawa! thrice blessed, thrice honored, for the kindness showered upon us poor knights of schooldom! live, long live in our hearts' best wishes! As we travel down life's checkered vale, you will be the last forgotten and the best remembered.

His Honor Mayor AVERY, of Ottawa, in response, said the session of the Convention had warmly enlisted the interest and sympathy of this community. We have had other conventions here; none of this elevated class. Other conventions select men for office. It is your duty as teachers to make men fit to hold office. The speaker referred to the growth and progress of education in Illinois, and claimed that a large benefit was conferred on any community by a convention like the present assembling within its midst.

Closed with singing 'Old Hundred'.

Adjourned to 9 A.M. Thursday.

THURSDAY, DECEMBER 29 — 9 O'CLOCK A.M.

The Association opened with prayer by Rev. C. D. HAMMOND.

The Secretary's report of Wednesday's proceedings was presented and adopted.

Mr. EBERHART moved to hear report of Committee on Nomination.

Mr. WOODARD, of Committee on Nomination, presented the following:

The committee appointed to nominate a list of candidates for officers of this Association for the ensuing year have attended to that duty, and respectfully submit the following report:

President — J. V. N. STANDISH, of Galesburg.

Vice-Presidents — G. G. LYON, of Rockford; WILLIAM S. WOOD, of Dixon; MATRICE O'CONNOR, of LaSalle; H. A. CALKINS, of Peoria; W. M. BAKER, of Quincy; B. R. HAWLEY, of Rosemond; GEORGE BRAGDON, of Centralia; J. B. PARKER, of Carbondale.

Committee on Programme — S. M. CUTCHEON, Springfield; E. C. DELANO, Chicago; O. SPRINGSTEAD, Lee Centre.

Recording Secretary — W. WOODARD, Chicago.

Corresponding Secretary — G. G. ALYORD, Geneseo.

Treasurer — N. WOODWORTH, Warren.

W. WOODARD, in behalf of Committee.

On motion, the unanimous vote of the Association was given by the President for the above candidates, who were declared unanimously elected.

Messrs. HEYWOOD, FITCH, and POPE, were chosen to conduct the newly-elected President, Mr. STANDISH, to the Chair.

Mr. STANDISH, on taking his seat, briefly acknowledged the honor paid him.

A resolution was presented by Mr. REYNOLDS, as follows:

Resolved, That this Association acknowledge and appreciate the skill and energy with which our late President, Mr. HASKELL, has performed the duties of his office.

At the hour appointed the matter of the Reform-School Report was taken up. The discussion was continued by Messrs. ATKINSON, ROLFE, HEYWOOD, EBERHART, ROOTS.

After discussion, the report was accepted and placed in the hands of a committee of three — Messrs. ATKINSON, FITCH, and HOVEY.

Mr. FITCH, of committee to whom the same was referred, presented the following report, which was adopted:

The committee to whom was referred the subject of the President's Address, having considered the same, beg leave to report that we, in testimony of our appreciation of the address and our inability to do it justice in a set of resolutions, would respectfully request him to prepare a copy for publication in the *Illinois Teacher* and the *Home and School Journal*.

A. H. FITCH, for the Committee.

Mr. WOODARD, of Chicago, presented the following report:

The committee to whom was referred the subject-matter of a Delegate Convention have considered the same, and respectfully report that it is inexpedient to take any further action thereon.

The report was accepted and adopted.

Mr. HOVEY, of Bloomington, addressed the Chair. He said that it had been truly remarked that very many important educational movements have been inaugurated by this Association. It goes out to the people with a power. Illinois has done much as a State in the cause of Public Instruction, but she has yet much to do. We have a Free-School Law. We have a Normal University. The former is not all we need; nor can the latter supply all the demands for the means of educating and training our teachers. More must be done. See what Wisconsin, Massachusetts and Michigan have done and are doing to qualify teachers. He would present the following to the consideration and for the action of this Association:

WHEREAS, Several States expend annually, under the control of their State School Officers, liberal sums of money in the maintenance of temporary Normal Schools, more commonly known as 'Teachers' Institutes'; and *whereas* our next neighbor, Wisconsin, by the advice of Chancellor BARNARD, has appropriated seven thousand dollars annually for this purpose, thereby recognizing the great fact that these Institutes, vigorously conducted, are of great service to the public schools by communicating knowledge and zeal to teachers; and *whereas*, if Illinois does not do this she must be distanced in the race of educational progress among the masses by her sister States; therefore,

Resolved, That for the completion of educational agencies in this State necessary to render more efficient the working of our great Free-School System, and to protect the people from a lavish and enormous waste of money on incompetent teachers, the small sum of ten thousand dollars annually ought to be appropriated for the support of Teachers' Institutes.

Mr. HOVEY continued: He would move the adoption of the above, and would give his reasons therefor. About thirty counties in Illinois have power and influence enough within themselves to hold Teachers' Institutes, and they have universally been pronounced to have paid all they cost in their results in the schools. But in sixty counties of our State nothing of the kind has been done. These must receive aid from abroad, or no Institutes can be held. Again: In the above-named thirty counties the teachers have been obliged to put their hands into their own pockets and meet the expenditures for the Institutes. Should not the State, that receives the benefit, furnish the means to educate its teachers by appropriations for these Institutes in every county? Massachusetts has appropriated seven thousand dollars for this purpose. Ought not Illinois to appropriate one hundred dollars annually to each of her counties for an Institute in each? The speaker urged that the actual benefits of the appropriation would vastly exceed the amount expended. He urged that the State should appropriate ten thousand dollars each for an Agricultural School and Teachers' Institute.

Rev. Mr. WALDO, of Lasalle, followed in the same strain, urging the value of Teachers' Institutes in training the teachers of our com-

mon schools. To give them more efficiency, these Institutes need more funds. Many of the friends of education, thoroughly capable for the work, can not afford to give their time. He strongly urged that the State should follow the example of other States in aiding these important helps to educational progress.

Rev. Mr. HAMMOND, of Danville, said that no preceding topic brought before the Association appealed to his sympathy and feelings more than this. Coming from a part of the State where less interest was felt in this matter, he even more fully appreciated the necessity of legislative aid.

Mr. STONE, of Ottawa, continued the argument and attested to the value of the Institutes. His own county, in some instances, had aided the Institute; but the true and proper source of aid was the State. He thought, however, at the outset, it might be better to ask for a less sum than that named, from the greater probability of obtaining it. He moved, as an amendment, that the Association should seek that the appropriation asked should be disbursed by a committee of nine, selected one from each Congressional District. At the suggestion of some one near him, he would move to add the Superintendent of Public Instruction to that committee.

Mr. CHASE, of Chicago, thought the amendment was premature. Let us try to get the appropriation before we take an action how it shall be expended. He would move to strike out also from the original resolution the part referring to the disposition of the money. (Mr. HOVEY accepted the amendment.) He did not consider the teachers were asking a beneficence or aid from the State, but an aid to general educational advancement, and it should be urged on the Legislature in that light. It can be shown to them that it will be money saved ten-fold. They are the servants of the people, and will do as they say. Teaching should be a profession; teachers should be better qualified. By improving the qualifications of the teacher the schools are better, the scholars better trained; and thus the benefit comes home to the tax-payers. These Institutes should be so frequent and so located that every teacher in the State may avail himself of them.

Mr. SPRINGSTEAD considered the subject one of the weightiest importance. It must not be hurried or hastened. Another session of this body meets before the next Legislature. The matter should rest with a judicious committee, to be again brought before us.

Mr. ALLIS, of Joliet, said that his heart was in the subject of Teachers' Institutes. He hoped they would receive the attention they demanded in Illinois. He was in favor of cautious and well-considered action.

Mr. HASKELL presented the following :

Resolved, That a special committee of three be elected to report at our next session facts and statistics showing the importance and necessity of our State aiding counties in the organization and conducting of Teachers' Institutes.

Mr. POPE, of Mt. Morris, hoped the committee would draft a bill to be presented to the next Legislature.

Mr. EBERHART, of Chicago, hoped the whole subject would be referred to the committee, including Mr. HOVEY's original resolution.

The resolutions of Mr. HOVEY and Mr. HASKELL were unanimously adopted.

A motion, by Mr. STONE, to choose a committee of three to memorialize the next Legislature on the subject was lost.

Mr. HOVEY, of the State Normal University, Mr. BATEMAN, State Superintendent of Public Instruction, and Mr. WELLS, Superintendent of Public Schools of Chicago, were chosen as the committee.

Mr. HIGGINS, of the Committee on Resolutions, reported the following :

Resolved, That this Association return their grateful acknowledgments to the city and people of Ottawa for their kind and hospitable entertainment of the Association.

Resolved, That the hearty thanks of this Association are hereby tendered to the Committee of Arrangements for the very satisfactory manner in which they have provided for its members.

Resolved, That we return thanks to the railroads which have granted free return tickets to the members of this Association, viz: Great Western; Chicago, Alton and St. Louis; Chicago, Burlington and Quincy; and Chicago and Galena Union Railroads.

Resolved, That the educational journals of our State are well worthy of our patronage and coöperation.

Resolved, That the proceedings of this Association be presented to the *Illinois Teacher* and the *Northwestern Home and School Journal* for publication.

D. HIGGINS,
S. M. CUTCHEON,
W. S. POPE.

Mr. HICKS, of Galena, presented the following, which was adopted :

Resolved, That this Association heartily concur in the suggestion of the late State Superintendent of Public Instruction with regard to graded and union schools, and earnestly recommend the same to the consideration of the school officers of Illinois.

Mr. ATKINSON, of Blue Island, offered the following, which was tabled :

Resolved, That it is the sense of the Association that the various school districts of this State will find it for their interest to purchase libraries of our own booksellers at home, making their own selections, rather than to purchase libraries selected for them by eastern booksellers.

After some other unimportant details of business, the Convention finally adjourned at 12 M. Thursday.

M I N D . *

THE speaker commenced by alluding to his pleasure experienced in coming before this body. He referred to his own early association with educational matters in this State, which he first visited in December, 1830, on an educational mission connected with the founding of Illinois College. Illinois was then twelve years old as a State, and had a population of 157,000. Sangamon District was then the great centre of immigration: Northern Illinois was a wilderness. A year after the establishment of Illinois College Prof. Turner and Prof. Post took an exploring tour northward, and stopped at the then incipient village of Chicago. Putnam county was then the farthest north: all the rest was an Indian territory. The speaker showed a little pocket map which was his own companion of travel at that time. In the year 1837 he undertook another Illinois tour. Ottawa was then a small settlement on the south side of the Illinois river. On the opposite shore was then only an awakening promise of something, under the influence of the proposed canal, which was to do something for Ottawa. He then canvassed the State on an educational mission.

Thus having seen the cause of education in Illinois in its infancy and its progress, it is with feelings few can appreciate that I stand before this great association. I am to address you on *Mind*, the development of which is the great end of education. The subject is exceedingly general: I shall try to seek specific application of it.

Mind is the source of every thing. Matter sprang from the mind of God, the source of all things; and the created mind is made in the image of God. His purpose in giving us his image was to make us fellow laborers with him. Thus education is invested with the sublimest interest.

A fundamental work should be to understand what mind is. We may know much of mind, and yet fall below a realization of it. We may know much of an apple-tree by plates, from the herbarium, and from full descriptions; yet, if one has never seen an apple-tree, to what practical purpose is the knowledge thus gained? So we must know the true life of the mind in its true and glorious sunlight.

Some influences have retarded our knowledge and idea of what mind is. The first is, *neglecting matter*. This may sound paradoxical,

* Abstract of an Address, delivered before the Illinois State Teachers' Association, at Ottawa Tuesday evening, December 27th, 1859. By Rev. EDWARD BEECHER, D.D., of Galesburg.

cal; yet it is a fact that the leading systems of philosophy—the Platonists, the Gnostics, and others—have begun by deprecating the material system. They have taught at the outset that mind was only clogged by matter, from which it was first necessary to divorce it. Students read in Ecclesiastical History know well that to this are traceable the corporal tortures. The asceticism of the Dark Ages was fed by such teaching: instead of appreciating the powers and functions of this glorious physical frame, they began by treading it under foot. Even now the body is at a discount in the entire Christian world. Its true power and place are not understood as they should be. The relations of matter to wealth have been well studied; but those to the mind have been neglected, or not duly appreciated. The analogies of matter to mind have been looked on with suspicion and fear throughout Intellectual Philosophy. The philosophers have tried to look on mind abstract from matter.

The lecturer believed that such a policy was at war with education. Let us first consider how mind enters the world for the development we seek for it. It is not simple mind, as we conceive of God and angels, but comes in, and united with, a corporeal system. We can educate those only who are in the body, and only by means of language. It is wrong to conclude that this corporeal system is at war with education. When we build a school-house we adapt it to its uses. So God, when he built the world as his school-house, took care to build it to answer that purpose in the best manner. And yet this has been overlooked, or plainly denied. For instance, Dugald Stewart says that “the analogies of matter are to be strictly guarded against as a principal error”; but he is forced to add, in another place, that “the words that express the operations of the mind are all borrowed from objects of our senses”. And this is so. I defy a language to be made that shall be otherwise.

Again: We can only reach mind through and by means of the material senses. There all our knowledge originates. The mind acts by the action of the material senses, and only by their means can we know when it is in action—by consciousness; and we can adopt no outward signs until these are established by such consciousness. Thus all the value or truth there may be in Phrenology follows the preceding consciousness. In expressing by outward signs we make use of language, and in this we find three classes of expression: we have the *living analogies*, in their full brightness of life and color. Now four terms make up an analogy—two of the natural and two of the spiritual world. Thus, as is guidance to choice and action compared to light to the eye, so is light to the eye compared with truth to the mind; or, again, as heat to the body, so are high-wrought emo-

tions to the mind. Fire is a term always understood by the context, and never misunderstood. When we say a community is 'all on fire', no body mistakes our meaning. And such analogies are illimitable, and are found in all pursuits, arts, and sciences. Mankind in every age has used them spontaneously. God must have established these analogies to some end; yet I know of no scientific training to give direction to it. When natural analogy is happy, it vivifies the spiritual analogies. Music is a concord of sounds; and music quickens its spiritual analogy, devotion.

We speak of figures of speech as accidental; and yet they all stand upon the law of analogy. There is a deep science in them; and its force is the same, though its form of expression may vary. Light is a figure as powerful whether the word be in Latin or Greek — *lux*, or φῶς: in no language could *darkness* have the same meaning. Analogies are the language of God himself, lying at the base of all language. God made the material world as a means of education. In unraveling a truth and organizing it, we borrow terms from physical action. A very large share of our bodily powers are used to express emotion. Some words in Latin, some bodily motion runs out into a vast number of English words. Thus *attention* (*ad-tendo*) means to grasp, hold: we take the idea from bodily contact.

And these are *dead and faded analogies*, because taken from other and dead languages. *Believe* is Saxon *to lean upon*; *hate* is the Saxon *heat*, or *boil*; *love* is to draw toward; *to know* is to *take*—so our phrase 'do you *take*?' is true to the analogy. There is still another class of primitive words not yet resolved; but as we advance we get nearer and nearer, and all true to this doctrine of analogy.

With this view of language we may pass to the classification of the powers of mind, and these may be set forth by a philosophical use of analogy. A 'pure mental language' has been the aim of all mental philosophers heretofore; yet they can not and have not escaped from the analogies of matter; and when these very philosophers themselves would use a most forcible illustration, they do it by the use of analogy.

At the basis of the classification lie the analogies of life and health, their dependency and co-relation. All are interlocked — heart, brain, stomach, lungs — and life is the result of the operation of the whole. Life is the result of material processes. What is a thing good for that is not alive? And this idea of life may be transferred to the mind. To make the mind alive is the true end of Intellectual Philosophy. Mind is a system of powers and capacities. It has regular functions, susceptible of disease and death. In some of the Philoso-

phies the mind is spoken of without reference to its capacities for disease and death; and such philosophy falls cold and powerless.

The centre of the vital powers of body is the heart: the centre of the vital powers of mind in all human society is the heart, and Intellectual Philosophy should grasp this and hold it up; it will give an Intellectual Philosophy no man in real life will turn aside from, and through the power of analogies Intellectual Philosophy will be brought down to the sympathies of men.

MEETING OF SCHOOL COMMISSIONERS.

OTTAWA, DECEMBER 29, 1859.

PURSUANT to call, a number of School Commissioners and Superintendents met to-day for the purpose of considering the propriety of forming an association of such school officers.

Temporary organization was effected by the election of WELLS WAIT, of Lasalle, President, and S. M. CUTCHEON, of Sangamon, Secretary.

On motion, a committee of five was appointed to determine the time and place of holding the next meeting, and to prepare a Constitution for the Association. The following were constituted such committee: EBERHART, of Cook; HIGGINS, of Kane; KELLY, of Whiteside; CUTCHEON, of Sangamon; LEAL, of Champaign.

On motion, the following were appointed Committee on Programme: LITTLE, of Ogle; HICKS, of Jo Daviess; CUTCHEON, of Sangamon.

The Secretary having been instructed to furnish a copy of the proceedings to the *Illinois Teacher* and the *N. W. Home and School Journal*, the meeting adjourned.

WELLS WAIT, President.

S. M. CUTCHEON, Secretary.

HINTS FOR IMPROVEMENT.

To the Editor of the Iowa School Journal:

Allow me to suggest some particulars in which the ordinary course of study in our common schools seems to me susceptible of decided improvement. They are—

I. Too much time is usually given to Mathematics. I do not say

that a knowledge even of Algebra may not be worth having : I *do* say that it is dearly purchased at the cost of ignorance of Chemistry or Geology. A very moderate and rudimentary proficiency in Arithmetic is all that youth can afford to acquire until they shall have mastered those sciences which underlie all the processes of industry, all the arts conducive to the efficiency and usefulness of their lives.

II. Our Readers are apt to be made up of lessons little calculated to imbue a child's mind with useful ideas, with practical knowledge. They bear little relation to the toils and struggles which make up the lives of the great majority.

III. The vital truth that *all* our faculties, physical as well as mental, require development and training is not adequately considered in our school exercises. The child is not taught that the ready and apt use of his limbs is as much a part of education as the choice and right use of words. Certainly, I do not forget that many things proper to be learned are to be learned elsewhere than in the school-room ; but how many children are taught in school that the boy or girl who has acquired the art of swimming is, in an important sense, better educated than one who has not ?

What I would, with deference, propose, by way of improvement of our school processes, is substantially as follows :

I. The First-Class Reader to be a compendium of *facts* of universal interest. Let it treat directly and pleasingly of Farming, the Mechanic Arts, and Household Economy, and embody the fruits of the latest discoveries and improvements which bear on each, with allusions to or statements of the scientific principles or truths which have rendered those improvements feasible, those discoveries inevitable. In process of time, reading-books for second and third classes might be added, based on the same general idea, but adapted to less developed minds.

II. Let Chemistry and Geology supplant, or at least precede, Arithmetic (beyond the four simple rules), Geography, and even Grammar, where it is not deemed advisable to prosecute these diverse studies simultaneously.

In proposing this, I do not forget that words are the tools of the educator and his pupil ; that a certain familiarity with signs and terms must precede and render possible the acquirement of facts and ideas. I only insist that implements should be acquired only to be used — only because they are to be used, and to the extent of the use required and anticipated. Letters, words, phrases, definitions, modes of expression, grammar, rhetoric, mathematics, are but means to an end, and that end is the mastery of useful facts and ideas. The farmer who should devote all his means to buying implements, and so have no land where-

on to employ, no time wherein to use them, would aptly parallel that mode of education which fills the mind with symbols, with terms, and with equations, but leaves it empty of those truths which cause corn to grow and change deserts into gardens.

III. The noblest office of the teacher is that of an awakener of dormant mental power. Here is no art to be taught, because minds and circumstances are alike so diverse that no one can foresee what may be apt and timely in a particular school on a particular occasion. Yet I will venture to suggest a few questions which (or the like of which) a teacher might find occasion to ask his pupils, requiring each to give the matter a night's thought and study, and then render a verbal or written solution:

1. By what changes, within our own means, might this school-house be rendered more conducive to the health, comfort and intellectual progress of its inmates?

2. In what localities might trees be planted around it, without trespass on individual rights, so as to render it more attractive and agreeable?

3. How should such trees be planted to insure their living and thriving? and where could we obtain such trees if we chose to plant them ourselves? Is it our duty and should it not be our pleasure so to plant them?

4. What chemical changes of substance or arrangement are undergone by an apple, whereby it becomes wholesome when ripe, though noxious and dangerous when green or immature?

5. Is there any moral lesson taught by this change touching the government, restraint and gratification of our appetites? . If any, what?

I suggest these merely as samples: the teacher can multiply and vary them to infinity. Each lesson mastered, each truth acquired, by any class, should at once form the basis of a question whereby it is reduced to practice, and its utility as a help to industrial or other beneficent effort demonstrated. I think every school should be resolved, for at least half an hour each day, into a Committee of the Whole, with the teacher as Chairman (though it may be expedient at times to invest some pupil with that responsibility), and, a topic being announced, each pupil should be encouraged and incited to express freely his own ideas thereon, each in turn being expected to make a suggestion. I apprehend that a problem thus treated, a solution thus reached, would remain impressed on most minds long after a lesson conned in silence and recited mechanically had been forgotten.

These are but hurried hints, jotted down amid the excitement of a

political canvass, and the bustle of an extensive business, and continual interruptions. Let every teacher and pupil correct them where they are wrong and improve upon them where they are at least partially right.

Respectfully,

New York, November 1, 1859.

HORACE GREELEY.

COMMENTS ON THE SCHOOL LAW.

OFFICE OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
Springfield, Illinois, January, 1860.

Questions.—Is a teacher obliged to teach Algebra in our common schools, provided said teacher is competent to teach the same? Would a school be considered open to all scholars if the teacher refused to give instruction in Algebra? Have the Directors power to prohibit a teacher from giving instruction in Algebra?

Remarks.—The law makes the Directors the sole judges of what the interests of the schools in their districts require, and clothes them with full authority to promote and protect those interests in every just and legal manner. The 'Proviso' of the 50th section authorizes the teaching of a foreign language in our public schools, and it is equally clear that Algebra and the Higher Mathematics may also be taught, when the Directors think proper to introduce them. But the whole subject of studies and text-books is left to the discretion of the Directors, who, alone, have the power to prescribe 'what branches shall be taught'. The teacher must conform to the 'rules and regulations' established by the Board of Directors: if the latter direct that Algebra, or any other particular subject, shall be taught, the former must teach it; he has no option in the premises. If the teaching of that or any other branch is forbidden by the Directors, the teacher must be governed by his instructions. It is impossible for one teacher, in a mixed school, to teach in a proper manner all the branches required by law, and, in addition, the classics, or advanced mathematics. Where a choice, therefore, must be made between the different branches, and some must be omitted, or thrown out, it would always be the duty of the Directors, in my judgment, *to retain those studies required by law*, ruling out, if any, those higher branches, for which only a small number of the pupils are qualified.

Graded Schools are the only effectual remedy for such difficulties.

Question.—This morning an order was presented to me for the payment of a teacher, which I refused to pay, supposing that Sec. 53 of the School-Law forbids

my doing so until after the presentation of his schedule. The Directors of the District think they have the right to draw money at any time for the payment of their teacher. Is this so?

Remarks.—Sec. 34 provides that all the funds on hand in April and October shall be apportioned to the several Districts, and that the Treasurer shall hold the balance, if any, after paying the schedules, ‘subject to the order of the Directors of the proper district’. The Treasurer is also the custodian of the special district tax funds. (See Sec. 45.) In the light of these legal provisions, the answer to your inquiries is obvious, viz: Directors may draw an order on their Treasurer in favor of their teacher *at any time, provided there is a balance* belonging to their district in the hands of their Treasurer; *otherwise*, the Directors can not draw on the Treasurer, nor can the latter pay over any money to the teacher until his schedule has been filed. The equity and reasonableness of this view must be as apparent as its legality; for, if there are funds in the Treasurer’s hands belonging *exclusively to a given district*, it is difficult to see why the Directors of that district should be required to wait until the semi-annual apportionment before they can have the use of them, for such funds do not enter at all into the general township apportionment, nor have the other districts of the township any interest or claim whatever in such funds. On the other hand, for a Treasurer to advance money prior to the general distribution on schedules from districts *having no such surplus* in his hands would be manifestly unjust to the other districts of the township.

Question.—Whose duty is it to see that ‘fines’, etc., are *collected* after they have been assessed? The 82d section of the School-Law provides that certain fines ‘shall be paid to the School Commissioner’ after collection, to be by him distributed; but what course is to be pursued where fines are assessed against individuals and no effort is made to collect them?

Remark.—It is the duty of the Justice of the Peace, or other officer by whom the fines, etc., specified in Sec. 82 are assessed, to collect them. If the officers who assess such fines neglect or refuse to collect them, they are legally responsible for such failure or neglect, but not to the School Commissioner. The latter has no official jurisdiction whatever in the case. *His* duty in the premises begins *when* such fines, etc., have been assessed and *collected* by the proper officers.

Question.—Is a School Commissioner authorized to grant certificates for a *less* term than *two* years, except in such cases as are provided for in Section 52?

Remarks.—I am decidedly of opinion that School Commissioners have no legal authority to issue certificates to teachers for a less time than two years, except in such cases as are provided for in Sec. 52.

The School-Law of this State recognizes but two classes of teachers' certificates: one for two years, wholly unconditional, and valid in every district in the county; the other strictly conditional, and good for only a single district and for one year.

The laws of some States provide for the *grading* of teachers' certificates, and I regard it as a most excellent provision; but the school-code of Illinois, with the exception above mentioned, contains no such provision. The alternative in this State is, either a certificate in full, without any restriction or qualification, or no certificate at all. Every teacher who presents himself before a School Commissioner for examination has a right to demand that his examination be declared to be, in a legal sense, either satisfactory or unsatisfactory. If the former, he is entitled to a regular certificate, valid for two years, without note, comment, or qualification, and may reject the proffer of one of any other description; if the latter, he has no right to demand, nor the Commissioner to grant, any certificate at all.

The practice of indicating upon the face of a certificate, by means of words, marks, or other symbols, the *comparative* excellence of the examination, and hence the relative professional standing of the teacher, is without any authority or sanction of law. It is not affirmed that such a course is always detrimental to the interests of the teacher: it is not denied that it may some times be productive of good results; but it is denied that such a procedure is warranted by law: it is affirmed that any teacher may refuse to accept a certificate bearing such marks, and may demand one with no such marks.

That this view is sustained by the plainest reading of the 50th section of the Act, there can be no doubt whatever; that it is also supported by considerations of fairness and equity, it would be easy to demonstrate.

Question. — Trustees and Directors were elected in our township on the 19th of September, while the law fixes the time for the election of the former on the second Monday in October, and of the latter on the first Monday in September; both elections were legally conducted in all respects except in the matter of *time*: are the acts of those officers valid?

Remarks. — The law fixes the time for the election of Trustees and Directors; and neither this Department nor any other authority in the State, except the Legislature, has the power to change that time. But if an election is *actually had* on some other day besides that fixed by law, then the question of the *validity* of said election comes before the courts in the manner prescribed by law: this Department has no further jurisdiction in the case. But *until* the election has been contested and determined by the proper tribunals, the acts of the officers elected *will be valid so far as the public and third parties are concerned.*

The application of this principle to the present case will readily be perceived.

The readers of the *Teacher* may expect some communication from this office, on educational subjects, in each succeeding number of the present volume.

N. BATEMAN, Sup't Pub. Instruction.

M A T H E M A T I C A L .

SOLUTIONS TO QUESTIONS IN NOVEMBER NUMBER.—I. Provisions sufficient for 11 persons 5 months will last 1 person 55 months; at the end of 2 months there will remain provisions sufficient to last 1 person 55—22 months, or 33 months; consequently, they will last 8 persons $\frac{1}{8}$ of 33 months, or $4\frac{1}{8}$ months.

(Solved by several correspondents.)

II. If the middle lot is $\frac{8}{9}$ as valuable as the south lot, it will contain only $\frac{8}{9}$ as many acres; in the same manner, the north lot, being $\frac{11}{10}$ as valuable as the middle lot, will contain $\frac{11}{10}$ as many acres, or $\frac{11}{10} \times \frac{8}{9}$ as many acres as the south lot. Hence, the north lot will contain $\frac{88}{90}$ as much as the south; and the middle lot will contain $\frac{8}{9}$ as much as the south; and the south lot will contain $\frac{9}{9}$ of itself. Therefore, the 100 acres must equal $\frac{2.6}{9.9}$ of the south lot: hence, finding $\frac{2.6}{9.9}$ of 100 acres, and multiplying it successively by 99, 88, and 80, we shall have the following results: South lot, $37\frac{2.6}{9.9}$ acres; middle lot, $32\frac{2.6}{9.9}$ acres; north lot, $29\frac{2.6}{9.9}$ acres.

One correspondent *represents* the north lot by 1, and then represents the other lots by fractional parts of 1. We would suggest, however, that if we use any *representative*, it would be better to take x , and treat the question algebraically. Another correspondent bases his solution on the assumption that 1 acre of the southern lot is worth \$1; but we can not see that such an assumption is either necessary or convenient.

III. Let x equal the number of hours too fast, and y equal the number of minutes; then the clock will strike $x+5$ times for 5 o'clock: hence, $(x+5)^2 = y+41$; or, $x^2+10x=16$. (a.) For 2 o'clock the clock will strike $x+2$ times, and so on; therefore, it will strike $4x+14$ times during the given time: hence, $4x+14=x+y$; or, $y=3x+14$. (b.)

From equations (a.) and (b.) we find the value of x is 3, and the value of y is 23. The clock is 3 hours and 23 minutes too fast. J. H.

PROBLEMS.—I. *Arithmetic.* A grocer has a cask of wine containing 63 gallons. He draws 1 gallon of wine, and fills the cask with water; he then draws another gallon, and fills with water. After drawing 1 gallon and filling with water 20 times, how much wine is in the cask?

II. A tract of land contains 100 acres: the east side is 160 rods long; the north line is $\frac{2}{3}$ as long as the south line; and the northeast and southeast corners are right angles. The south portion of this land is worth 10 per cent. more than the middle portion, and the middle portion is worth 10 per cent. more than the north portion. If the lot be divided into 3 fields of equal value by lines parallel to the north and south sides, how long will the east side of each of these 3 tracts be? N. H.

III. *Algebra.* (1.) $x^2 + y = 7$; (2.) $x + y^2 = 11$: What are the values of x and y ? Can they be found by Quadratics? C. W. A.

[CORRECTION.—In Question I of our last Number, we intended to refer to Question II of the August *Teacher*, instead of Question I.]

HOW THE TOAD PULLS OFF HIS PANTS.—A writer in the *North-Carolina Farmer* tells the following: "About the middle of July I found a toad on a hill of melons, and, not wanting him to leave, hoed around him. He appeared sluggish and not inclined to move. Presently I observed him pressing his elbows against his sides, rubbing downward. He appeared so singular that I watched to see what he was up to. After a few smart rubs, his skin began to burst open straight along his back. Now, said I, old fellow, you have done it; but he appeared to be unconcerned, and kept on rubbing until he had worked down all his skin into folds on his sides and hips; then, grasping one hind leg with his hands, he hauled off one leg of his pants the same as any body would, then stripped the other leg in the same way. He then took his cast-off cuticle forward between his fore legs into his mouth, and swallowed it; then, by raising and lowering his head, swallowing as his head came down, he stripped off the skin underneath until it came to the fore legs, and then, grasping one of these with the opposite hand, by considerable pulling stripped off the skin: changing hands, he stripped the other, and by a slight motion of the head he drew it from the throat and swallowed the whole. The operation seemed to be an agreeable one, and occupied but a short time."

EDITOR'S TABLE.

SALUTATORY.—*Kind Patrons and Readers:* The publishers of the *Illinois Teacher* having desired the undersigned to become Editor upon the retiring of Mr. DUPEE, and the coinciding wish of many of the most earnest friends of the *Teacher* having been signified both in conference and by letters, he has consented to undertake the duties of that post.

We long ago learned a lesson from the words of an old Hebrew king, which now recurs forcibly to us as we address you at the beginning of our labor: "Let not him that girdeth on his harness boast himself as he that putteth it off." We have no boasts to make of our abilities, no promises of great things to offer: we can only say that we hope not to be found wanting in any instance in performance of all that may reasonably be expected of us. We can promise that our interest in the advancement of education shall cause us to spend time, and strength, and thought, and feeling, upon the culture of that portion of the great field which seems specially and providentially committed to us.

Our predecessor, in leaving this chair, laid out much work for his successor, by telling some of the things that need to be done. There is work for all who have heart to do it. Now, as of old, the harvest is plenteous, but the laborers are few. Reader, will you not help in this good cause? We ask your sympathies and your coöperation in the work that is to be done in Illinois and in the world. We hope to help you by information, by suggestion, and by various incitements; and in all our efforts we bespeak your kindly consideration; your charity for our faults of omission and commission; and your encouragement for whatever of good we may attempt.

We regard the editorship of the *Teacher* as a trust for the benefit of others which puts upon us the obligation assumed by a witness in court: when upon the stand, he engages to put away all prejudices

and partialities, and to speak for truth only. Our own private convictions we hold most tenaciously and defend most vigorously: our likes and dislikes we believe to be founded upon a just judgment; but we do not regard the *Teacher* as our personal organ. It is our duty to offer you such articles as seem to us born of a good spirit and earnest desire for the utterance of truth; and none of such character, if germane to the objects of our journal and appropriate in style and length, can we refuse. On the contrary, we ask such contributions from all quarters, and specially invite those who have previously favored the *Teacher* with communications to continue their aid. We open no gladiatorial arena for the contests of personal interests; but we afford a field for the encounter of truth and error, in which may God speed the right!

For the expressions of opinion in articles and editorials which appear without signature, the undersigned will be alone responsible. Nor can any one else promise what shall or shall not be said on these pages. We have no outstanding pledges, and shall authorize no one to promise any thing for us.

We take pleasure in announcing that Mr. JAMES H. BLODGETT, who has heretofore been a zealous co-laborer with former editors of the *Teacher*, will be an assistant and associate in our editorial labors the coming year.

SAMUEL WILLARD.

TO EXCHANGES. — The Editor will feel much obliged to exchanges if they will change the direction of their favors from Peoria to Bloomington, as he will receive them earlier if sent to his place of residence than if sent to the publishers at Peoria. Address *Illinois Teacher*, Bloomington, Ill.

WHY THEY WERE ABSENT. — Mr. BATEMAN was prevented from attending the State Teachers' Association at Ottawa by the severe illness of his children, which did not change for the better in time to allow of his presence there. Mr. DUPEE was himself too ill to attend. They much regretted their inability to fulfill their engagements there.

ASSOCIATION ESSAYS. — We have been favored by Mr. CUTCHEON with his essay read at the Association, on 'School Martyrs', and by Miss C. M. GREGORY, of Mt. Carroll Seminary, with her essay, 'The Teacher's Field of Labor'; and we shall, ere long, present them to our readers. Mr. DUPEE promises us the essay which he would have presented if he had been there. Mr. CALKINS makes a similar promise.

LIFE OF HUMBOLDT. — The *Tribune* says that R. H. Stoddard is the author of the popular life of Humboldt issued by Rudd & Carlton.

EDITORIAL CORRESPONDENCE. — The State Teachers' Association has just held its Sixth Annual Session. We present in this number the report of the meeting. The meeting was not as large as some previous ones have been. The Rock Island and Central Railroads did not extend the usual courtesy of return tickets, which we think made a material difference in the attendance, and in their own receipts. It was wisely arranged that the Committee on Programme should select the point for the next meeting, after ascertaining what places can be reached in the usual mode.

As a social gathering, calculated to create good feeling and new zeal in the work, to increase acquaintance and strengthen bonds of harmony, the meeting was a valuable one. As a business meeting, we can not say that a great deal was done. We would have been glad to see the meetings called promptly to order at the hour appointed, and to see an example of punctuality set by the teachers themselves. Teachers must correct tardiness in their own work before they can do it thoroughly in their pupils.

Much change in the programme was needful from illness and consequent absence of some who were to participate in public exercises. C. A. DUPÉE, Hon. N. BATEMAN, and some who were to present essays, were detained by sickness of selves or their families. Mr. TAPPAN, of Michigan, was compelled to be absent.

The Report of the Committee on the Use of the Bible in Schools called forth much discussion. The result of it was the adoption of a resolution recommending the reading of the Scripture without note or comment in all our schools. The chief point of discussion was as to the course to be followed with individuals conscientiously opposed to it. The general feeling seemed to be that no compulsion should be used; that such as had conscientious objections should be excused from participating in the exercises. The address of EDWARD BEECHER, D.D., was such as we had reason to expect from him. We have presented the reporter's abstract of it in this number of the *Teacher*.

The Report of the Committee on Reform Schools elicited a lively discussion. Some discrepancy existing between statements of committee and published statements about a Reform School in our own State, editors present were called upon to state the facts as known to them. Mr. EBERHART, of the *Home and School Journal*, stated that he was not personally acquainted with the facts as well as some others, and that the statements in his paper had been written by friends of the school. He would like to hear from Mr. SMITH, of the *Press and Tribune*. Mr. SMITH stated that it had been a prevailing opinion that the school was a remarkable success, and that till lately statements to that effect had been published; that within a short time facts of a different kind had been developed, and he deemed the statements of the committee nearer the truth than the friends of the school wished. The result of the discussion and statements was to spoil a great many pretty essays and fine-spun homilies on the power of 'moral suasion', which have had for their text the beautiful working of the system in that Reform School.

More feeling and interest was called out upon the subject of permanent certifi-

ates, and examination of teachers by teachers, than has ever been manifested in this State before. The report of the Committee on 'Teaching a Recognized Profession' was read while the Association was still partially gathered; but the demand by those coming later to know what was the purport of it was such that the committee were instructed to draft resolutions embodying the substance of it, which were brought up for discussion. The general feeling seemed to be in favor of some decided action which should make teachers judges of qualifications of candidates for teaching; but the mode of reaching this was not so clear. In the midst of the debate, it was moved to put it in the hands of a new committee, to report next year. Such committee was appointed, with the same chairman as before.

We shall publish several of the addresses and essays delivered.

The general feeling in the Association was exceedingly pleasant and harmonious. We noted some individual departures from civility and courtesy, one class of which we feel compelled to notice. Owing to the refusal to grant return tickets, paying the membership fee was of no use to gentlemen in lessening fares. Some few, therefore, saved their dollar, but did not on that account neglect talking and voting. Some names of such are in our possession."

Among editors present were H. M. SMITH, of the *Chicago Press and Tribune*; J. F. EBERHART, of the *Home and School Journal*; and C. D. BRAGDON, of the *Prairie Farmer*.

After the address of Rev. D. A. WALLACE, on Wednesday evening, the Association gathered for an entertainment at the Geiger House, where some two hundred and fifty enjoyed themselves with the usual amount of wit and wisdom, oysters and sport, incident to such occasions. Bachelor editors were, as usual, the special recipients of sharp thrusts.

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WASHINGTON IRVING was born in New-York city, April 13, 1783, and died November 28, 1859, in the 77th year of his age, at Irvington, N. Y. He received a common-school education, and at the age of sixteen began to study law, and at the same time began his literary career, writing for his brother's paper, the *Morning Chronicle*. In 1804 he visited Europe on account of ill health, and spent two years in France and Italy. In 1808 he sent forth the humorous history of New York 'by Diedrich Knickerbocker'. It at once acquired a large popularity. In 1810 Mr. Irving's brothers gave him an interest in their lucrative English trade, that he might devote himself exclusively to his vocation as an author. During the War of 1812 he edited the *Analectic Magazine*; he was also Colonel and Aid-de-camp in the staff of the Governor of New York. After the war he went again to Europe for a second tour, but commercial reverses occurring to the house of Irving Brothers deprived him of means to fulfill his plans. Being in Liverpool in embarrassed circumstances, he resolved to rely upon his pen for extrication. In 1820 he produced the 'Sketch-Book of Geoffrey Crayon', for which at first he could not obtain a publisher; but as soon as these essays became known they won for him a high reputation in Europe: Murray gave him £200 for the copyright, and afterward gave him £100 more, the sales being more remunerative than he had expected. The humor, geniality, delicate sentiment, pathos, grace and elegance of the sketches attracted great admiration. He remained in Europe

seventeen years, till the spring of 1832; much of the time in the south of Europe. Soon after his return he made a tour to the West, which formed the basis of some works issued in 1836-7. From 1842 to 1846 Mr. Irving was resident Minister of the United States at Madrid. After his return from this mission he remained at home, at Sunnyside, on the Hudson. He was in society a most amiable and gentle man, modest, and averse to controversy of any sort.

Mr. Irving's father was a Scotchman and his mother an Englishwoman. In 1830 he received one of the two fifty-guinea gold medals instituted by George IV. for eminence in historical composition: the other at the same time was given to Mr. Hallam. He was honored in 1831 by the University of Oxford with the degree of LL.D. He was never married. He was very wealthy at the time of his death, as the sale of his works produced him a large yearly income; we have seen it stated at \$20,000, but do not know that to be reliable. The following is a list of Mr. Irving's works, obtained from Allibone's *Dictionary of Authors*: *Salmagundi*: 1807-8 (principally by Irving). *Knickerbocker's History of New York*: 1809. *The Sketch-Book*: 1819 (second edition enlarged to two volumes). *Bracebridge Hall*: 1822 (Murray gave one thousand guineas for the copyright without seeing the MS.). *Tales of a Traveller*: 1824. *Life and Voyages of Columbus*: 1828. *The Conquest of Grenada*: 1829. *Voyages of the Companions of Columbus*: 1831. *The Alhambra*: 1832. *Legends of the Conquest of Spain*: 1833. *Tour on the Prairies*: 1836. *Astoria*: 1836. *Adventures of Capt. Bonneville*: 1837. *Oliver Goldsmith: a Biography*: 1849. *Mahomet and his Successors*: 1850. *Wolfert's Roost*: 1855 (a collection of tales and sketches). *Life of Washington*: 1855-1859 (finished not long before his death). Beside the above, Mr. Irving wrote articles for magazines, etc., and edited the *Memorials of M. M. Davidson*. 'The Crayon Miscellany' is a title covering several sketches and some of the works named above.

I. I.

THOMAS DEQUINCEY died at Lasswade, near Edinburgh, December 8, 1859. He was born at Manchester in 1786. We are promised a fuller sketch of his life than we can here give, and leave to our correspondent the labor.

JOHN FROST, author of several historical works, died December 4, 1859, at New York, in the 60th year of his age.

ELDRIDGE F. PAIGE, the author of the humorous discourses known as 'Patent Sermons, by Dow, jr.', died at San Francisco, Dec. 4, 1859, in want and disgrace, the result of intemperance.

DANA P. COLBURN.—The cause of education in America has suffered a great loss in the death of this eminent teacher. He was born at West-Dedham, Mass., in 1824. His education was obtained at the common schools of Massachusetts; and after he had commenced teaching he went to the Bridgewater Normal School, then under the care of Mr. Tillinghast, whose attention was soon drawn to Mr. Colburn's unusual abilities, especially in mathematics. After his graduation he taught in that school a while; then assisted Mr. Mann and Dr. Sears in the Teachers' Institutes of Massachusetts for several years; and in 1852 assisted Prof. Greene in the establishment of a Normal School which is now the Rhode Island State Normal School.

Of this institution he became Principal in 1855, and was in that post at the time of his decease. While in that school he has taught more than six hundred teachers. The *R. I. Schoolmaster* says, "As an educator, Mr. Colburn had few equals. He devoted his life with his whole heart to the improvement of *methods of teaching* in our *common schools*. He was not satisfied with matters as they are: he sought to make them better. His standard was *the highest, the best*. The most rigid and logical methods of reasoning were combined with the most simple and easy illustrations. He was rapid in thought, fertile in expedients, apt in illustration. As an author of school text-books Mr. Colburn was winning an enviable reputation. . . . As a man and as a citizen, Mr. Colburn had endeared himself to a large circle of friends and admirers. His eminent social qualities, genial disposition, ready wit, and total unselfishness, won the esteem of all with whom he came in contact."

Mr. Colburn's death was sudden and violent. He had been in his school as usual, left it at the close of the session, and went out to ride, as was his custom. He was thrown from his buggy and instantly killed.

DR. SAMUEL WILLARD OF DEERFIELD, Mass., died on the 15th of October, 1859, aged 84. He graduated at Harvard in 1803, with Dr. Payson, Dr. Asa Eaton, and others widely known. He was an acceptable preacher and beloved pastor. For forty years he had been blind. The *New American Cyclopaedia* says: "Among the instances of remarkable blind men few are more worthy of record than the case of Rev. Dr. Samuel Willard, of Deerfield, Mass." "He lost his sight, at least so far as ability to read is concerned, at the age of 43. He was already favorably known to the public by his writings on controversial, musical and scientific subjects, but the commencement of his blindness seemed but the beginning of a new era in his intellectual career. Within the 40 years that have since intervened he has prepared and published: (1.) a volume of hymns composed by himself, each constructed with the purpose of making the rhetorical correspond with the musical rhythm, a work of great labor; (2.) a collection of hymns; (3.) a series of four primary school-books, which have enjoyed a large popularity; (4.) 'Principles of Rhetoric and Elocution'; (5.) 'Memorials of Daniel B. Parkhurst', one of his successors in the pastorate; (6.) 'The Grand Issue', a tract on slavery; (7.) 'An Affectionate Remonstrance' on religious controversy; (8.) several sermons. Beside these, he has in manuscript an elaborate essay on Phonography, to which subject he has devoted special attention for many years, and a work on 'Harmony of Musical and Poetical Expression'. During much of this period he has had the care of a large parish." The article in the *Cyclopaedia* was written a year ago: its author says further, that Dr. Willard had been totally blind 25 years, but was accustomed to dig, lay out and plant his own garden, himself selecting the seeds; prune his trees judiciously and gather the fruit, climbing the trees himself, notwithstanding his great age; to saw and carry in wood; and in all this work he seemed hardly conscious of his privation. He retained his intellectual powers and his vast stores of memory unimpaired.

THE OHIO JOURNAL OF EDUCATION expired with the December number, the last of Vol. VIII: in its stead arises the *Ohio Teachers' Monthly*, to be issued by F. W. Hurtt & Co., the firm consisting of the State School Commissioner, Anson Smyth, and Mr. F. W. Hurtt.

A NEW GOSPEL. — The newspapers are making sport over the message of Gov. Magoffin, the new Governor of Kentucky, for the following paragraph :

"And may we and our posterity, as the worthy descendants of the gallant heroes of the Revolution, both now and in the future, stand by the compact of the Constitution formed by their wisdom and consecrated by their blood, *as the only hope of freemen IN TIME AND ETERNITY !*"

We were not aware before that the authority of the United States Constitution had been extended so far.

THE *Washington States* gets off the following misquotation :

"*Waterloo had probably been lost but for eight words emphatically uttered by the Iron Duke : ' England expects every man to do his duty ! '*"

We always heard the critical words of Wellington in this form : "Up, Guards, and at 'em !" The above ' eight words ' were Nelson's battle-signal at Trafalgar, if we have read rightly.

A COMPLIMENTARY COMMENT. — As some fifty or sixty teachers were passing from the cars to the hall at Ottawa at the late meeting, one drayman was heard to ask another, "Who are all these folks? Where are they going?" "Why," was the reply, "they're school-teachers, and are going to have a convention here." "Well," said the first, "there's enough of 'em to lick the whole State." That was a decided compliment to the earnest, vigorous appearance of those gathered; but 'licking' is a small part of the work the present generation of teachers do. †

"ORIGINAL SIN." — The Principal of a certain select school, who is in the habit of sending circulars to the parents, which, signed and returned, authorize the teacher to inflict such punishment upon the child as may in his judgment be proper, received the following approving answer from one of his patrons :

"*Deer Mr. Ratten* — Your flogging-circular is duly received. I hope as to my John you will flog him as often as you kin. Heas a bad boy — is John. Hitherto I've bin in the habit of teaching him myself, it seems to me he never will larn anithing — His spellin is outrageously defishent. Wallup him well, ser, and receive my thanks. P. S. What accounts for John bein sich a bad scollar is that he is my son by my wife's first husband."

AUSTRALIA. — The notion that the central part of New Holland is a great desert is overthrown by the explorations of Mr. Stuart, who went several hundred miles northward from Adelaide, and during six months explored the country in various directions aside from his main lines of travel. He reports the country habitable every where, and beautiful, luxuriantly fertile, and well watered.

GYMNASIUM AT HARVARD. — A gentleman who kept his name secret gave, about a year ago, \$8,000 for erection of a gymnasium at Harvard University, which was opened for use Sept. 14, 1859. Old Harvard is the first American College that has such an institution.

ARCTIC RESEARCH. — MR. SNOW, one of the officers of the Prince Albert, stated in a recent letter that no less than ninety expeditions had been fitted out to search for Sir John Franklin, at a cost of £830,000.

MORE ASTEROIDS.—Leverrier has announced a new discovery in astronomy, which, however, is as yet only theoretic. Examining the movements of the planet Mercury, he found some irregularities not to be accounted for by any known facts; they could not be referred to the influence of Venus, and he concluded that the disturbing force is equivalent to that of a planet inside the orbit of Mercury. But there is no indication of the existence of such a body, and Leverrier finds that the supposition of a series of small bodies, or asteroids, revolving within that orbit. The astronomer will now be on the look-out for the unknown worlds. The only instance on record that seems to have any relation to this matter is, that Messier, on June 17, 1777, saw a great number of black globules crossing the disc of the sun for about five minutes.

THE OLYMPIC GAMES have been revived in the Stadium at Athens by decree of the Greek government under the influence of a wealthy Greek, Evangelos Zappas. The old athletic games are to be revived, with singing and dancing, and the modern innovation of accompanying agricultural and industrial exhibitions. Prizes are given of gold and silver medals, stamped with the name of Zappas. The Olympic games were said to have been founded by Zeus (Jupiter), and certainly existed one thousand years before Christ. The Olympic Era began 884 B. C. The games ceased A.D. 440.

BACON.—Miss Delia Bacon, who put forth a few years ago the theory that Lord Bacon wrote Shakspeare's Plays, lately died, an inmate of the Insane Retreat at Hartford. Her work urged with considerable acuteness all the objections to the common belief that these dramas were the work of so obscure a man as Shakspeare was, but failed to sustain the other theory with any force.

DR. THOMAS NUTTAL, the naturalist, died in Lancashire, England, Sept. 10th, 1859, aged 73. He was born in Yorkshire. He emigrated to this country about 1800, and published several scientific works previous to his final return, and was at one time professor in Harvard University.

KARL RITTER, the German geographer, died Sept. 28, 1859. He was born Aug. 8, 1779; in 1819 he became professor at Berlin; in 1821 he published the first volume of *Erdkunde* (Earth-knowledge), the 24th volume of which appeared but a fortnight before his death.

SINGING MOUSE.—A gentleman in New York writes to the *Tribune*, giving his initials and address, and stating that he has in his possession a mouse that sings with notes like those of the canary-bird after his molting season. Such curious cases have been reported before, but not so authentically as in this instance.

IOWA.—The State census of Iowa for 1859 shows a total population of 633,549. In 1840 she had 43,111; in 1850, 192,214; from which it appears that she has trebled her population within nine years. Of her present population 300,743 are females, and 332,806 are males; of these 136,457 are legal voters.

PROFITABLE LECTURES.—Bayard Taylor's lectures in San Francisco produced a profit of \$1500 to the Mercantile Library Association.

DON'T ABUSE YOUR EYES.—The *Philosophical Magazine* narrates a case of loss of the power of distinguishing colors in consequence of overtaxing the eyes. A sea-captain was in the habit of amusing himself, when unoccupied, with embroidering. One day he was at work upon a red flower; desiring to finish it, he worked in the twilight until he found it difficult to select suitable colors. Moving to a lighter station, he kept at work. Suddenly he found that he could not distinguish the color red at all. He went upon deck, where was more light, but in vain: from that day to the present, ten years, he has never seen red again. It is highly injurious to tax the eyes with an effort to see. Students often injure their eyes by studying with insufficient light.

AMERICAN MOUNTAINS.—Mount Washington, of the White-Mountain group, was long supposed to be the highest mountain east of the Rocky Mountains. Its height, as ascertained by the United States Coast Survey, is 6,293 feet. But an expedition during the past summer into the Black-Mountain group in North Carolina, by Professor Le Conte and others, has shown that there are fifteen peaks there which are higher than Mount Washington. Smoky Mountain, the highest of these, is in Jackson county, near the line of Tennessee, and is 6,737 feet high.

THE AFRICAN LAKES.—Mr. Burton, the traveler, writes to the *London Times* that the great lake supposed to occupy the center of Equatorial Africa is in reality four lakes: the Ujiji, visited by him in May, 1857; the Nyanza, visited by Capt. Speke in July, 1857; the Chama, whose position was fixed by Dr. Lacorde in 1799; and a fourth just visited by Dr. Livingstone. He says that they lie in a crescent curve, with the horns toward the east.

HUNT'S MERCHANTS' MAGAZINE enumerates no less than thirty-eight substances which are employed to give potency, flavor, consistence, and other desirable qualities, to American lager beer. Among them are chalk, marble-dust, opium, tobacco, henbane, oil of vitriol, copperas, alum, strychnine, and other deadly drugs.

ARTESIAN WELLS.—The following are given in the *New-York Tribune* as the depths of the four deepest 'holes in the ground' in the world: Artesian well at St. Louis, Mo., 2,199 feet; one at Louisville, Ky., 2,086 feet; one at Columbus, Ohio, 2,328 feet: one at Luxemburg, Germany, 2,336 feet.

A STREAK OF THE DARK AGES.—A man in North Carolina lately killed an old woman who lived near him, and justified his deed by asserting that she was a witch, and was conjuring his wife and child to death.

REFORM SCHOOLS.—Vermont is the only State in New England that has not one (perhaps it has had least need of one); and the Governor in his recent message urges the legislature to establish one.

LEWIS SPOHR, the composer, died at Brunswick in October. He was born there April 5, 1784. His fame rests upon his operas and oratorios, though he is famous for many miscellaneous works.

LORD BROUGHAM'S VIGOR.—Lord Brougham at 81 years of age does work that would tax the powers of most men of 50. On the 11th of October he delivered an address at the meeting of the Social Science Association, which was called 'a marvel of length and ability'; on the night of the 12th he took a prominent part in the anniversary of the Mechanics' Institute at Bradford; next day he visited the city of Sheffield, and spoke in public with his usual energy, and the same night was a speaker at a workingmen's meeting at Bradford.

OBERLIN COLLEGE has 1,243 students—30 in the theological department, 118 in the collegiate, 570 in the preparatory, 194 in the ladies' course, 256 in the ladies' preparatory, and 6 ladies preparing for college. In all there are 755 gentlemen and 488 ladies.

SHAKSPERE IN GERMANY.—Dr. William Bell is preparing a book with the title 'Three Missing Years in the Life of Shakspeare', in which he undertakes to show, by external and internal evidence, that Shakspeare spent some time in Germany.

LOCAL INTELLIGENCE.

WINNEBAGO COUNTY TEACHERS' INSTITUTE.—This Institute was organized by appointing H. H. WALDO, President; SILAS SWEET, Vice-President; J. B. KERR, Treasurer; O. C. BLACKMER, Conductor; Rev. A. H. CONANT, Chaplain. The daily sessions were occupied in discussing the best methods of teaching in our common schools. The evenings were devoted to lectures and essays.

On Monday evening Prof. J. B. Kerr delivered a lecture on the 'Anglo-Saxons'. He treated in a glowing style the rise and fall of the different races, and showed how the Celtic race had become absorbed in the Anglo-Saxon, and that the American was the ultimate of them all. He concluded with a beautiful tribute to the women of our country.

On Tuesday evening Rev. A. H. Conant delivered an address on 'American Education'. The first part of his remarks was upon our system of education as it is: spoke of its wide diffusion among the masses; that, though we had produced scholars sufficient to refute the charge of England that America has produced no great men, our system of education was not equal to that of Great Britain. He thought that while we make education universal we should make it thorough, that it may be effective.

On Wednesday evening Prof. Wilber lectured upon 'The True, the Good and the Beautiful in Nature'. He illustrated the truth of Nature by the exactness and precision in all her works; the goodness, by the multiform uses which belong to each part (the atmosphere having one hundred distinct uses); the beautiful, by the diversity of forms, colors, etc. He was listened to with intense interest to the close.

Thursday evening Allen Gibson lectured upon 'The Duty and Responsibility of Teachers'. The subject was treated upon the basis of the influence which the

teacher may or ought to exert; and from this was appropriately set forth his duty in properly preparing himself in all respects for his vocation, and the responsibility resting upon him in fulfilling these duties. His duty and responsibility as a citizen, as well as teacher, was also duly considered.

DEKALB COUNTY TEACHERS' INSTITUTE. — Pursuant to call, the DeKalb County Teachers' Institute met on Monday, October 17, at DeKalb. At three o'clock P.M., the President, Dr. HARRINGTON, took the Chair, and called the meeting to order. On motion, O. D. PATTEN was elected Secretary. The President was authorized to appoint a committee of five on Programme. The following persons were appointed: J. B. MERWIN, CHARLES WOODWARD, J. R. CROSSETT, CARRIE PATTEN, and EMMA L. TYLER.

Mr. J. B. Merwin, of Chicago, Conductor of the Institute, suggested the propriety of the teachers' spending a few moments in relating experience, the trials and difficulties they had encountered in the schools in which they had been engaged, and called upon O. D. Patten for a history of his last term of school. Messrs. Patten, Crossett, and Woodward, related practical experience as teachers.

The Report of the Committee on Programme was then read and adopted. It was as follows: *Forenoon* — 8½ to 9 o'clock, Reading of Scriptures, Prayer, and Singing; 9 to 9½, Intellectual Arithmetic; 9½ to 10½, Written Arithmetic; 10½ to 10¾, Recess; 10¾ to 12, Reading. *Afternoon* — 1½ to 1¾, Singing; 1¾ to 3, Grammar; 3 to 3½, Recess; 3½ to 4, Geography; 4 to 4½, Report of Critics, Miscellaneous Business.

The exercises were interesting and profitable. Among the resolutions adopted were the following:

Resolved, That we, as teachers, would recommend the reading of the Scriptures as an opening exercise in school.

Resolved, That we, the teachers of DeKalb county, recommend music as a branch of education in all our common schools.

Resolved, That female teachers should receive the same compensation as males for performing the same labor.

Resolved, That declamation should be taught as a branch of education in our common schools.

Resolved, That we have had a good time.

DOUGLAS COUNTY. — *Camargo, Douglas County, Ill., December 29, 1859.* — The teachers of Douglas County held an Institute last week at Tuscola. This was our first effort; considering which, we had a good time. Education is decidedly on the advance in this new county. Notwithstanding the coldness of the weather on last Thursday, about a dozen teachers got out to our first meeting. During the three days of our meeting we had several discussions on corporal punishment, best method of suppressing whispering, and other practical questions. We had also recitations, which were ably conducted by Mr. Leal, of Champaign County. Mr. Leal spoke at length on Thursday evening on 'What is needed in the Teacher, the Parents, and the School-room'. On Friday evening we had a lecture by James E. Calaway, Esq., on the 'Development of the Moral, Physical and Intellectual Powers'. Mr. Calaway is a noted lawyer of this county, and was formerly a teacher. The teachers have organized an association, to meet twice a year. The next meeting will be in April. Many of our teachers were convinced that they had great need of better qualifications to meet the demands of the profession.

S. S. IRWIN, School Commissioner.

[Douglas County begins well, and evidently has a School Commissioner, which

can not be asserted of some older counties. We thank our friend Irwin for his communication, and for the accompanying list of subscriptions to the *Teacher*.]

EFFINGHAM COUNTY TEACHERS' INSTITUTE.—Hurrah for Effingham county! Another mark made 'way down in Egypt'! The people of Effingham county have made a grand rally at Mason, and organized and held a '*Teachers' Institute*'—the first held in the county, but it is hoped not the last. A preliminary meeting was held October 7, and arrangements made. Then the first regular meeting convened November 1, and continued four days. But six teachers now in schools were present; but the citizens of the enterprising village and its vicinity took an active part in many of the exercises, so that much life and animation were exhibited during each day. In the evenings the large church was crowded by an attentive audience. Mr. T. R. Leal, of Urbana, having been invited, came, bringing outline maps, etc. After they were hung up in the room, the people concluded at once that they should not be taken down; so enough was raised to purchase them, and *Mason* has the first of the kind in the county. The sessions were opened by prayer by some clergymen present. The principal exercises were in Written Arithmetic, Geography, Grammar, Mental Arithmetic, Reading, and Orthography, with discussion of the best methods of teaching these branches. The evenings were devoted to discussion, reading of essays, etc. The weather was delightful, and the house was filled each night. The interest seemed to increase until the close of the Institute. The Mason Choir, conducted by Mr. P. White, discoursed sweet music during each evening. A portion of two evenings was occupied in the discussion of the subject of corporal punishment, upon which many entertaining and instructive remarks were made; also, the propriety of sending children by starlight and keeping them in school until dark, to enable them to receive an education, received some attention. An Institute was a new thing to many here, but there was a general expression that all were much and profitably pleased.

The officers for the year are: President, J. J. W. BILLINGSLEY; Vice-President, J. B. CARPENTER; Secretary and Treasurer, W. S. JOHNSON.

The following resolutions were adopted:

Resolved, That our warmest thanks be tendered to the people of Mason for the kindness and hospitality they have extended to us, and for the great assistance they have rendered us by their presence and counsels.

Resolved, That we see in the organization of this Institute the dawn of better days for the schools of Effingham County, and we sincerely hope that the teachers and school-officers in the county will earnestly coöperate in maintaining the same.

Resolved, That visible illustration is indispensable in the school-room, and that we earnestly recommend the introduction of globes, maps, black-boards, etc., in our schools.

Resolved, That we believe it to be the duty of each and every Board of Directors of schools in this county to be present at the Teachers' Institutes; and, if necessary, to cause the attendance of their teachers by bearing a part of the expense or by giving the time necessarily at the Institute.

Resolved, That we suggest to every teacher the propriety of subscribing for and reading the *Illinois Teacher* as a means of improvement in the theory and practice of teaching.

Resolved, That we tender Mr. Leal, the indefatigable School Commissioner of Champaign County, our sincere thanks for the valuable assistance he has rendered us at this Institute, and for the zeal manifested by him to render its meetings not only entertaining but instructive.

The next Institute is to be held at Ewington, commencing December 26, 1859, and continue during the week. Mr. Leal will be present. The Executive Committee are B. F. Kagay, A. E. Park, Esq., and the Secretary.

W. S. JOHNSON, Secretary.

FREEPORT.—A Freeport exchange says that their city schools open this month under charge of Mr. Hopkins, late a professor in Rensselaer Institute, Troy, N. Y.

JO DAVIESS COUNTY.—A series of educational meetings in all the townships of Jo Daviess County is announced, under the supervision of the School Commissioner, George Hicks, Esq., as recommended by the Board of Supervisors. The Galena papers give the appointments, extending in time from January 9 until February 27. At each of the appointments a Lecture on Education may be expected, after which it is proposed to have a free interchange of thought, by the citizens present, upon educational topics. During this progress through the county the Commissioner will hold public examinations of candidates for teachers' certificates; at Elizabeth, January 14th, and at Morseville, January 28th.

N O T I C E S O F B O O K S .

HISTORY AND PROGRESS OF EDUCATION, FROM THE EARLIEST TIMES TO THE PRESENT: intended as a Manual for Teachers and Students. By Philobibulus. With an Introduction by Henry Barnard, L.L.D. New York: A. S. Barnes & Burr. 12mo.; pp. 310.

This volume takes place as one in the 'School-Teacher's Library' issued by Messrs. Barnes & Burr, and contains much valuable information. The pains-taking and careful labor of the author are apparent at a mere glance into its pages. It is too small to treat of the subject with much detail; and if it were larger would probably be less useful, as it would have fewer readers. But its summaries are so well-worded and clear that the reader can rest assured that his knowledge is accurate to the extent claimed by the author. None of our readers who obtain it can fail to find in it both pleasant and profitable instruction. Dr. Barnard warns us that we shall find that our 'modern improvements' were for the most part made long ago. Let us not forget to notice that it has a good index.

THE SCHOOL HARMONIST, ETC.: designed to accompany Brooks's Manual of Devotion for Schools. By A. J. Cleaveland. New York: A. S. Barnes & Burr.

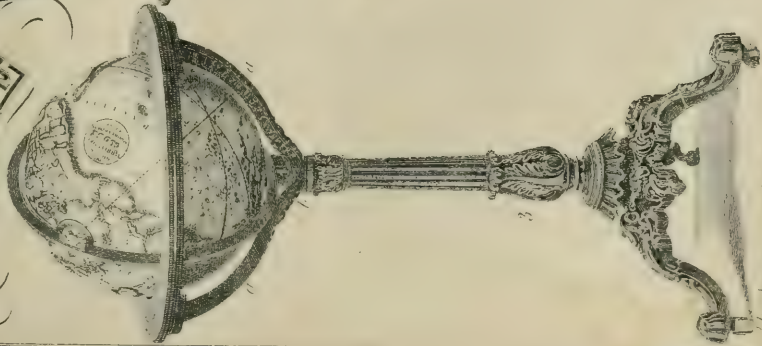
A convenient little manual of hymns and tunes, containing the hymns of the *Manual* set to appropriate tunes, with other hymns and chants, and the usual elements of vocal music. It will be found useful where the Manual is used, and also elsewhere.

KEY TO CLARK'S GRAMMAR. New York: A. S. Barnes & Burr.

This little book contains the sentences given for analysis in *Clark's Grammar*, with diagrams corresponding on the opposite pages; it has also a few pages of suggestions to teachers on methods of teaching, and an appendix of notes on difficult sentences. Teachers who use Clark's Grammar will find it often useful as an aid to understand the author's views; and as many may feel the use of diagrams a doubtful ground at first, they will gain instruction by reference to its pages.

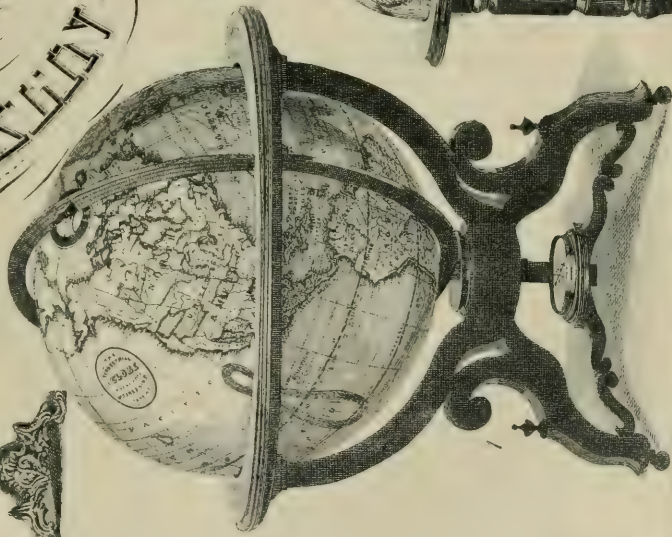
WE have received the Annual Report of the St. Louis Public Schools for the year 1858-9, and the Report of the Peoria City Board of Inspectors and Superintendent; both of which we shall notice in the February number of the *Teacher*.

STEELE

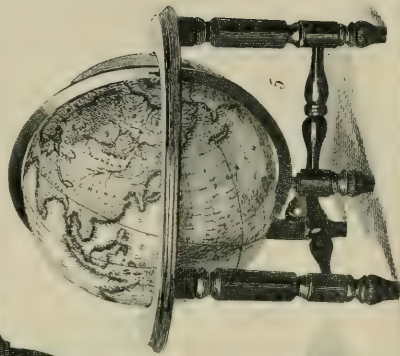


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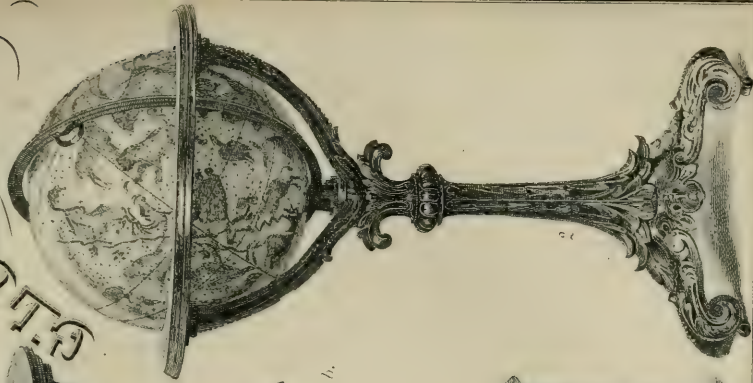
TRAVELLER



Revolutions of the earth
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STEELE



UNIVERSITY OF ILLINOIS
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T H O M A S D E Q U I N C E Y .

A FEW years ago the death of THOMAS DE QUINCEY would have attracted, in this country at least, but little notice. A few newspaper paragraphs, brief enough, would have announced the death of the 'English Opium-Eater'; but who and what he was, and what he had done beside eating opium, and confessing it in a little book that never had had great circulation, few could have told. Up to 1851 we do not remember to have seen in the West but one copy of the *Confessions*, and that was in a bookstore: we presume it was Ticknor's edition of 1841. But a singular chance befell this veteran writer. A broad and brilliant sunrise of continental fame opened upon him after his 65th year; and while he was dwelling in hopeless obscurity in a Scottish village, the admiration of an American man of letters and the enterprise of an American firm of publishers made his name and works known to more readers in America than he had previously had in England. In all American bookstores we now meet with the modest little brown volumes that carry to many a house writings full of subtle thought and rich with imagination expressed in the most powerful English.

But his was a sad life. To us he is not only the great genius, the subtle thinker, the acute logician, the magical dreamer, the master of words; but he is also a man of loving heart, of tender sympathy, and of childlike simplicity of feeling, who was wrecked on a fatal shore. At first when we read his pages we wondered and thrilled with admiration: now we admire no less, but can not read the simple story of his earlier life with tearless eyes. The largeness of his heart is shown in his *Confessions*, where he says, "At no time of my life have I been

a person to hold myself polluted by the touch or approach of any creature that wore a human shape. On the contrary, from my very earliest youth, it has been my pride to converse familiarly, *more Socratico*, with all human beings—man, woman, and child—that chance might fling in my way: a practice which is friendly to the knowledge of human nature, to good feelings, and to that frankness of address which becomes a philosopher; for a philosopher should not see with the eyes of the poor liminary creature calling himself a man of the world, and filled with narrow and self-regarding prejudices of birth and education, but should look upon himself as a catholic creature, and as standing in an equal relation to high and low, to educated and uneducated, to the guilty and the innocent." A man must have a Christian's philanthropy, as well as a philosopher's insight, to see and feel and live by that truth.

Of the life of De Quincey we propose but a brief sketch. He was born in 1786, at Greenhay, a suburb of Manchester. His father was a merchant, who spent most of his time trading in foreign ports, and at his death in 1793 left to his family an income of £1600 a year. Thomas was the fifth child, of eight, four brothers and four sisters. His childhood was spent at home, in seclusion, with his sisters for play-mates, the early death of two of whom affected much his childish mind, and early developed some of his peculiar characteristics. At school he early distinguished himself in Greek: at thirteen he wrote Greek with ease, and at fifteen could converse fluently in that language: an accomplishment which he ascribes to his practice of daily translation from the newspapers into the best Greek which he could furnish *extempore*. One of his masters said of him to a visitor, "That boy could harangue an Athenian mob better than you or I could address an English one." He desired to be sent to college; but the opposition of one of his guardians prevented: determining to remain no longer among school-boys, when he was seventeen he ran away, and wandered for a while in Wales, sleeping in the open air and living upon the wild fruit when his borrowed funds were spent, or some times gaining rustic hospitality. At length he went to London, and was a homeless, hungry wanderer in that great Babylon for sixteen weeks. He came near dying of want in the streets, and gratefully ascribes the saving of his life when he fell fainting of hunger to an outcast female. Becoming reconciled to his friends, he went to Oxford, which he left in 1808. Soon after leaving the university, he took a cottage at Grassmere, near Wordsworth's residence, and here was his home for twenty-seven years. His neighbors and intimate friends were Wordsworth (for whom as an author he had an excessive admiration), Coleridge, Southey, and Wilson; and the principal liter-

ary men of Britain were his acquaintances. He occupied himself principally with the study of German authors, and was one of the earliest to introduce to the English mind the philosophers of Germany.

While at Oxford he had taken opium, on the advice of a friend, to relieve pain, and was astonished at its effects upon his mental faculties. For a few years he used it about once in three weeks, but had not become enslaved by it. In 1813, however, he began to suffer with an irritation of the stomach which he ascribes to his privations during his period of wandering before spoken of, and which would give him no rest except when he took opium. From this time for several years he took opium daily, until he could take in one day 320 grains, or about ten times an amount which would probably prove fatal to any adult person. He made mighty efforts to discontinue it when he found himself a victim to 'the pains of opium', after 'the pleasures of opium' had passed. We can not learn from his autobiography that he succeeded entirely in dropping it: he says in 1845, in his *Suspiria de Profundis*, that twice he mastered the tyranny of opium, but fell again under its sway: that he found on the third attempt that he could not again retrace his steps. "In the imagery of my dreams, which translated every thing into their own language, I saw through vast avenues of gloom those towering gates of ingress, which hitherto had always seemed to stand open, now at last barred against my retreat, and hung with funeral crape."

Here, then, was De Quincey wrecked. He was not made useless, not totally lost to high and noble activity of mind; but escaping from pain only by the aid of opium, he paid for its use the same penalty that would have been exacted had he used it for pleasure only. Many have thought that his gorgeous descriptions of his opium-dreams must have a fascinating and enticing influence upon his readers, tempting them to the same indulgence. But he sets forth the pains of opium with equal power and with tremendous energy; and he warns all what is the nature and effect of its benumbing spell. He does not think that any increase of power is obtained by its use. He says "No body is happy under the influence of laudanum except for a very short term of years." "Opium gives and takes away. It defeats the *steady* habit of exertion; but it creates spasms of irregular exertion. It ruins the natural power of life; but it develops preternatural paroxysms of intermitting power." "All opium-eaters are tainted with the infirmity of leaving works unfinished and suffering reactions of disgust."

In his '*Confessions*' he terms the period when he was most fully under the influence of this drug 'a period of imbecility': in it he

could not read to himself with pleasure, 'hardly with a moment's endurance'. For nearly two years he read no book but one. He had dedicated his intellect to the production of a great work to be entitled *De Emendatione Humani Intellectûs*; but all his vast powers were prostrated, and the book is unwritten. He seldom could prevail on himself to write a letter. He says that this indisposition to business is an affliction "which the opium-eater will find in the end as oppressive and tormenting as any other, from the sense of incapacity and feebleness, from the direct embarrassments incident to the neglect or procrastination of each day's appropriate duties, and from the remorse which must often exasperate the stings of these evils to a reflective and conscientious mind. The opium-eater loses none of his moral sensibilities or aspirations; he wishes and longs as earnestly as ever to realize what he believes possible and feels to be exacted by duty; but his intellectual apprehension of what is possible infinitely outruns his power, not of execution only, but even of power to attempt. He lies under the weight of incubus and nightmare: he lies in sight of all that he would fain perform, just as a man forcibly confined to his bed by the mortal languor of a relaxing disease, who is compelled to witness injury or outrage offered to some object of his tenderest love: he curses the spells which chain him down from motion; he would lay down his life if he might but get up and walk; but he is powerless as an infant, and can not even attempt to rise."

Surely no man can say that De Quincey has not warned all youth to beware of the fatal fascination. He has said truly — and in such a case the plain truth should be told — that for a while opium was no torment to him: that it did him no injury either in body or mind. But the crisis came when this false friend showed itself the diabolical enemy, and the most fearful terrors environed him. We fear that the habit of opium-eating is increasing in this country: and we summon De Quincey's *Confessions* to testify in earnest warning. It does not even exalt all minds into the temporary activity of which he speaks. As has been well said, it was De Quincey in opium, not opium in De Quincey, that wrote those wonderful pages. One must be madly bent upon eating of the worst fruit of the tree of knowledge of good and evil if he reads De Quincey and then takes the Circean cup.

But let us hear what he says of the nature of his dreams. When giving a few pages on 'the pleasures of opium' he gives us no delightful visions; but afterward, in 'the pains of opium', he does but invite us to a magnificent festival of horrors. He soon found that the power of imagining phantoms while awake was excited to a high degree, so that, acting involuntarily, it became positively distressing to him. "At night when I lay awake in bed, vast processions passed along in

mournful pomp; friezes of never-ending stories that to my feelings were as sad and solemn as if they were stories drawn from times before *Cædipus* or *Priam*, before *Tyre*, before *Memphis*. And at the same time a corresponding change took place in my dreams: a theatre seemed lighted up within my brain, which presented, nightly, spectacles of more than earthly splendor." Reveries of waking hours "were drawn out by the fierce chemistry of my dreams into insufferable splendor that fretted my heart." "This and all other changes in my dreams were accompanied by deep-seated anxiety and gloomy melancholy, such as are wholly incommunicable by words. I seemed every night to descend—not metaphorically, but literally to descend—into chasms and sunless abysses, depths below depths, from which it seemed hopeless that I could ever reëscend. Nor did I, by waking, feel that I had reëscended. This I do not dwell upon; because the state of gloom which attended these gorgeous spectacles, amounting at least to utter darkness as of some suicidal despondency, can not be approached by words." "Space swelled, and was amplified to an extent of unutterable infinity. This, however, did not disturb me so much as the vast expansion of time. I some times seemed to have lived for seventy or one hundred years in one night; nay, some times had feelings representative of a millenium passed in that time." His dreams for a period were of vast architectural piles principally: then of lakes and expanses of water which became seas and oceans. And now "upon the rocking waves of the ocean the human face began to appear; the sea appeared paved with innumerable faces upturned to the heavens; faces imploring, wrathful, despairing, surged upward by thousands, by myriads, by generations, by centuries: my agitation was infinite: my mind tossed and surged with the ocean."

What wonder that he cried—"I will sleep no more!" At the close of his *Confessions* he addresses the moral of them to the opium-eater, saying, "If he is taught to fear and tremble, enough has been effected." And let all learn, in spite of the theories and assertions of physicians and quacks of Brunonian doctrines and practice, the danger of habitually or frequently substituting for the healthful play of the natural powers of life and the daily inspiration of God the mighty magic of alcohol and opium.

After De Quincey made his first great effort to emancipate himself, he published in the *London Magazine* (1821), and afterward in a volume, the 'Confessions of an English Opium-Eater', which ran like wildfire. Probably from his delicacy in view of the fact that they were real confessions, they were published anonymously. He never afterward attempted any continuous work. Under the pressure of the want of means he retired to the obscure Scottish village where he died,

and where he lived for many years in the society of his three daughters. But his contributions to literature have been numerous, principally in the form of magazine articles for *Blackwood*, *Tait*, the *North-British Review*, *Hogg's Weekly Instructor*, and similar periodicals. For the *Encyclopedia Britannica* he wrote papers on Shakspere and Pope. His writings have been of the most various character: from mere translations of German authors to most profound criticisms and treatises on difficult points of political economy, literature, and philosophy. He never attempted any collection of them, although in later years desiring to do so. Mr. Fields, of the Boston house of Ticknor, Reed and Fields, in 1851 began the collection and republication of them in a cheap and popular form, the last (22d) volume of which series has lately been issued: the later volumes at least with some aid of revision from Mr. De Quincey.

Mr. De Quincey's literary reputation is very high. Knight's English Cyclopedia of Biography says that De Quincey must rank high in the entire list of British prose writers. The New American Cyclopedia says, "All his works show a wide range of learning and speculation, a delicate and subtle critical faculty, and a felicitous selection of words. As improvisations they would be admirable displays of mental power; but most of them are so unartistically constructed, the main idea and purpose being lost by unceasing discursions, that they are excellent only in fragments and passages." Prof. Cleveland (*Comp. Eng. Lit. XIX. Cent.*) says, "His style is eminently English—masculine, clear, and logical. Metaphysical discussion, philosophical criticism, and biography, are the classes of subjects in which Mr. De Quincey excels." Prof. Cleveland objects to his occasional extravagance of opinion, and Mr. Allibone charges upon him contempt for the opinions of others. To both of these charges he is certainly liable: though such appearances of contempt we have generally taken to be in the line of his elephantine humor: they are generally too extravagant to be real. Wilson (Kit North) said of his style, "the best word always comes up." The *London Eclectic Review* (1850, transferred to *Harper's*, Vol. I, July, 1850) says of his genius that it is "certainly one of the most singular in its power, variety, culture, and eccentricity, that our age has witnessed." "De Quincey's style is one of the most wondrous of his gifts." The high qualities ascribed to him by the critics we have cited require that all who would know the best writers of English should make acquaintance with his pages.

Mr. De Quincey married when near his thirtieth year. The occasional allusions to his wife in his autobiographic sketches show that his relation to her was so tender that he will hardly trust himself to speak of it. His conversation was fascinating in power. Mr. Alli-

bone quotes a letter from a gentleman who visited him at Lasswade recently : " For half an hour at least he talked as we have never heard another talk. We have listened to Sir Wm. Hamilton at his own fireside, to Carlyle walking in the parks of London, to Lamartine in the midst of a favored few at his own house, to Cousin at the Sorbonne, and to many others ; but never have we heard such sweet music of eloquent speech as flowed from De Quincey's tongue. To attempt reporting what he said would be like attempting to entrap the rays of the sun. Strange light beamed from that grief-worn face ; and for a little while that weak body, so long fed upon pain, seemed to be clothed with supernatural youth."

I. I.

[We propose, in illustration of the foregoing sketch, to give an extract from the *Suspiria de Profundis*, which will exhibit in small compass some of De Quincey's excellences and in a slight degree his fault of digression. The volumes which readers unacquainted with De Quincey will find most interesting are the *Confessions, etc.*, 1 vol.; *Narrative and Miscellaneous Papers*, 2 vols.; *Miscellaneous Essays*, 1 vol.; *Biographical Essays*, 1 vol.; all duodecimos, retailed at 75 cents per volume.—ED.]

REPORT ON REFORM SCHOOLS.

[It is stated on page 9 of the January *Teacher* that Mr. Fitch made a verbal report as to present condition and progress in the matter of Reform Schools throughout the country. Mr. Fitch has kindly furnished us with the following brief of the verbal report, which will explain to readers not present at the Association the nature and meaning of the debate.—EDITOR.]

The chief points presented in this report are : in the *preamble*, the necessity of 'reformatory institutions', and the inefficacy of common persons, *as such*, to effect the required result ; in the *resolution*, the combination of confinement and instruction, the prison and the school, were recommended, and also making equal provision for both sexes.

The reasons presented were : (1.) The necessity of reformatory institutions has been recognized by several of our sister States, and we have not been and should not be the last in introducing educational and reformatory improvements. (2.) The beneficial effects of such institutions have been seen and felt wherever they are established, especially in the Eastern States ; and very many graduates have been

sent out from them to become apprentices, journeymen, *master workmen*, and *men*, all over the country; and when so sent out by the trustees, they have in *very few cases* failed to give good satisfaction and to show evidence of great moral improvement. Again: Our county jails and state prisons can not answer the purpose; for, in the first place, there is no time or place for such instruction as is required for the young; and, secondly, owing to the fact that very few commitments of young persons can now be made to them, because the influences there are, almost without exception, injurious to the young criminal, rendering him, on the whole, more likely to commit another crime on his release than to reform.

In the resolution, the combination of prison and school, confinement and instruction, is recommended, instead of the adoption of the European method of placing the young criminals in separate families of from twelve to thirty, under the care of teachers and stewards, after the manner of the 'Rauhe Haus' of Germany. And this, because we believe that such schools have not been, and can not be, in this country, fully successful: first, because the control of the guardian, or teacher, in such cases is *not complete*, and till this is the case the needed reformation can not be expected; and secondly, because the experiment has failed in this country, at least once, already, and we should hardly wish to see it tried again under similar circumstances. Immediately after the burning of the Massachusetts Reform School last summer, the question, already started, and somewhat discussed, was again brought up by the public and those interested, as to the rebuilding of the institution, and many insisted that it would be better to try the German plan of collecting the boys in families, and controlling them by moral means alone; forgetting that it was the plan of an enthusiast, and in any case needed an *enthusiast* to carry it out, and asserting that the experiment had been extremely successful in the Chicago Reform School.

Unfortunately, however, for the theory, the Reform School referred to has proved, in most respects, a failure, as is shown by the recent resignation of the principal, and the failure of the school to accomplish the results aimed at in its foundation. The condition of the boys known to have been under its influence bears no good comparison with that of those for the same length of time at Rochester, Blackwell's Island, or Westboro, and other places where another system has prevailed. The boys there are neat, well-disciplined, and orderly, to say nothing of the good effects produced upon them by special moral and religious training, which could not be shown to a casual observer; while the boys of the Chicago Reform School, far from being neat in person or habits, when seen by your committee, were *very much the reverse*, so

far as could be seen, and the system of government by moral means alone was applied in a way that once ruined Venice, and injured France: viz., a secret police, consisting of the trustier boys, who, by keeping watch over the rest, prevented, in some measure, the escapes and misconduct which might otherwise result. On the whole, your committee (so far as represented here) consider the experiment a failure; and they have introduced the subject here, knowing something of the effects produced by its use as an argument in other States, and wishing to counteract their influence, if possible, by presenting the truth; and this without reference to the late worthy principal of the school, who, we believe, was a victim of a false system.

Lastly, the resolution presents the consideration of making provision for both sexes. Chicago was, we believe, the first of our large cities that gave *both sexes* equal privileges in her public schools, and it is to be hoped that Illinois may be the first State to create Reform Schools at once for both sexes. Massachusetts had such a school for *boys* for many years before the *project* was started for a similar one for girls, but there are *now provisions for both*; and since the necessity exists for both, your committee have embodied the recommendation in the resolution.

All which is respectfully submitted.

A. H. FITCH, Chairman of Committee.

S C H O O L M A R T Y R S . *

You go "from a circle of friends to the society of strangers; from comfort to privation; from a position of comparative ease to a post of toil; from pleasure and recreation and pleasant duties to vexations, to close confinement, to wearying days and sleepless nights; from popular favor to cold obscurity; from a peaceful life, and a prospective happy old age, to a combat with active opposition, and to a troubled and perplexed existence, which must be followed by a sacrifice of yourself to a painful and premature death."

Such was the emphatic language of Dr. Bellows to the Rev. Thomas Hill, as, a few days since, he accepted the presidency of a western institution of learning. In one comprehensive sentence he has described the life of the pioneer educator. Privation, toil, vexations,

* An Essay read at the State Teachers' Association. By S. M. CUTCHEN, Superintendent of Public Schools, Springfield.

sleepless nights, obscurity, opposition, and a premature death, are the elements of his experience. In this cause, as others, sacrifices must prepare the way for progress. The many must be elevated at the expense of the few; and here, as elsewhere, the toil of to-day must await its reward to-morrow. The sacrifices of the past are lauded in the present; those of the present can only be appreciated in the future.

Each new and noble cause has paved its early pathway with the bodies of its most devoted friends. Religion has had her martyrs, and by their blood she has been purified. Science has had her martyrs, and by their sacrifices she has been promoted. Literature has had her martyrs, and by their unrequited toil the world has received a rich inheritance.

But the Church cherishes the memory of those who have given their lives for their faith. From their graves new inspiration, new arguments are drawn. Next to a courageous life, a courageous death is eloquent, and, perhaps, most moves the popular heart. The world admires, and properly, the man who fearlessly meets death in defense of principle. Religion has ever scattered her richest flowers and shed her holiest tears over the graves of her martyrs.

Nor has Science been forgetful of those who have labored for her. She has incorporated their names into her very existence. We can hardly demonstrate a problem in Geometry without picturing the old Greek Euclid; we can hardly learn the teachings of Astronomy without meeting the names of Copernicus and Kepler; we can hardly investigate the phenomena of Nature without crossing the path of Newton; the Bologna Professor sits in the Galvanic circle, and the ingenious French artist looks forth from the Daguerreotype.

So with Literature: the man of letters has worn away his life in seclusion; wrapped in his own meditations, wandering in the deep recesses of his own mind, he finds new thoughts, beautiful pictures, curious images, and rich gems. "Surely," he says, "the world will be pleased with these"; and he spends days, and months, and years, in framing, and arranging, and perfecting them. Knowing the value of his thoughts thus coined from his very brain and heart, with fond anticipation he presents them to an unappreciating world. A pretentious critic, ignorant in fact as wise in his own conceit, thrusts his poisoned dagger through the sensitive, trembling nerves, to the very foundation of life. Thus tireless effort, wasted fortune, ruined health, and suffering, are rewarded with blasted hopes and ignominy. The human heart can not live on such food; the man dies, but his deathless thought lives. It may drift hither and thither on the broad sea of human experience, unnoticed for a time; but as the world grows

older and wiser, some bold Columbus will venture out upon that sea and rescue it, and the name of its author, from the waves of oblivion. Thus his reward, though too late, comes at last.

But there is another martyr, moving silently down into the stillness of the grave. Not even the muffled drum, the tolling bell, the craped hearse, or the mourning friend, attracts the eye of the busy world thitherward as the teacher passes beneath the shadow of the tomb.

The great apostle of free schools in this country has but recently given himself a martyr to the cause. Years of unremitting labor in Massachusetts, exciting the constant opposition of those whose ignorance could not understand the wisdom of his plans, and whose contracted selfishness could not comprehend his large-hearted philanthropy, and later the duties of a still more laborious and vexatious position, at length proved too great for him; and the man of the silver tongue, the brilliant mind, the benevolent heart, has yielded to the demands of violated law. "A life of genuine chivalry," says one, "the Christian knighthood of the nineteenth century, stainless, and steadfast to its baptismal vows, has passed away in silence." A great jurist dies, famed, not for his good deeds and noble heart, but for his brilliant scholarship and dazzling oratory, and the flags of the nation droop, while her first orators pronounce his eulogies. A great benefactor of his race, an advocate of temperance, a champion of freedom, a friend of universal education, a lover of God and man, dies, and no eulogies, no funeral pageants. Here and there a spirit mourns the loss of one from among the noblest of his race, but sadness sits at few of the hearth-stones blessed by his influence. Many who receive the benefits of his toil have never heard even the name of their benefactor. Had he led our armies against a foreign foe his deeds would have become as household words of our land; but when he has bravely battled the hosts of ignorance and crime, the only real enemies of free institutions, he falls in the noble strife unnoticed.

But he is not the only martyr. In that great army, of which he was a leader, there are multitudes, less widely known to fame, but not the less heroic. The image of one comes up before me. One year ago there was present at the meeting of this Association a young man of modest bearing, but of sterling worth. From that time until recently I have seen him, almost daily, at his work in the school-room. Faithful, earnest, persevering, affectionate, he labored on, feeling the nobleness of his calling. He shrunk from no toil, he neglected no duty, he spared no effort. But strength wasted, health failed, and he walked into the opening grave with the teacher's armor on. His last sane words, and his last wild broken sentences, were of his school, and his duties there. Ashes thus early scattered over a lately-formed

hearth-stone, sobs from the broken heart of a young widowed mother, unfeigned tears of fellow teachers, and the dead hopes of bereaved friends, told how faithful a martyr had fallen. Who of us can look upon the lifeless form of one thus cut down in the strength of manhood and not feel that this is an earnest work?

But I need not go beyond the reach of my own voice for illustrations that this educational work is one of martyrdom. The sunken eye, the blanched cheek, the care-worn countenance, and the premature old age, tell me that Illinois, though she may be ignorant of the fact, has placed many of her noblest sons and daughters upon the altar. The evidence is before us that he who has chosen the teacher's profession for his life-work has given himself to a perplexed existence and an early death; to a life of toil rewarded with ingratitude and abuse.

A life of toil! What school does not impose too much labor upon the teacher? Is it the college? Ask the professor who gives instruction from five to eight hours per day, for a nominal salary of five to eight hundred dollars, which, perhaps, he never receives.

Is it the High School? There the same individual must teach mathematics, natural sciences, ancient and modern classics, belles-lettres, ethics—in short, almost every branch of human science. Difficult points must be examined, illustrations must be sought; experiments must be prepared, exercises in Latin, French or English composition must be corrected. And thus the true teacher, seeking the highest interest of his school, forgets himself, and gives his hours of recreation and rest to work preparatory to his daily task.

Is it the Union School? Let my friend who has the supervision of half a thousand restless youth; who must conduct his recitations six hours each day, in the presence of two hundred mischievous scholars; who must infuse interest, and zeal, and life, into dull, listless pupils by exhausting drafts upon his own enthusiasm; let him reply.

Is it the Primary School? Let her who each evening rejoices that another day has gone, and drags her weary body home, there to weep because she thinks she has achieved so little, let her reply.

This is but a tithe of the bodily toil; and it is not this that wastes and finally destroys. Mere physical labor may be performed by a mere machine; but as the mind is superior to the body, so its exercises exhaust and prostrate the more rapidly. The teacher has felt the effect of this mental toil in his experience of different days' labor.

Yesterday was a beautiful day. The whole face of Nature was lighted up with the bright, benignant smile of the great Creator, and all her voices seemed vocal with his praise. The hearts of teacher and pupil were touched by the sublime harmony of the universe, and, catch-

ing the key-note in the early morning, struck no jarring discord the day long: no bitter complainings, no concerted disturbances, no truancy, no quarreling, no listlessness, no idleness, no stupidity, no failures, on the one hand; and no scolding, irritability, dark frowns, or severe punishments, on the other: every where order, activity, and progress. What a blessed day was it for the teacher! With a cheerful heart he performed the duties of his place, and at night turned the key upon the door (with a joyful song), feeling but little more fatigued than when he entered in the morning. This is a bright day in his experience that I have suffered to shine in even upon these pages: would that I had no other, and I fear more common, school-room scene to paint.

But to-day Nature weeps. The cheerless cloud and the cold rain seem to form their images on the minds and hearts of all. The first countenance is one of anger; the first voice is one of complaint; the first movement is one of disorder; the first attempted recitation a failure, and the last only worse than the first. "The whole school is one organized obstruction. The scholars are half-unconscious incarnations of disintegration and contra-position—inverted divisors engaged in universal multiplication." The teacher has resorted to every conceivable device—has racked his brain and exercised his ingenuity till it seems every scheme has been tried, every resource exhausted. After a long, long day, night comes, and finds him discouraged and despairing; and he thanks God, from the depth of his soul, that night has come.

Nor are such days as these unfrequent to most teachers. Indeed, what day has n't its wearing cares and perplexities? They are the constant, inseparable concomitants of the teacher's life, which they soon destroy. But, even now, we have only touched upon the surface trials of the true teacher. He is not satisfied with conveying information by the old stage-coach and saddle-bag methods, when he can reach the same point by telegraph. But just so sure as he refuses to use the time-honored vehicles, and introduces the modern innovation, all along the line wise ignoramuses will cut his wires and destroy his batteries. He that enters the school-room with the full purpose to make his school an honor to himself, the cause, and the age, must calculate at the outset upon a long hand-to-hand contest with ignorance. If consummate wisdom direct his plans, matured counsel select his grounds, and heroism that prefers death to defeat defend them, he may come off victorious; but the old enemy, watching from his almost impregnable fortress, will send forth his light-armed and his heavy-armed, his infantry and his cavalry, and not till the last officer

has fallen, the last private been taken prisoner, will he raise the signal of truce. Our hero may win the field, and leave his principles in possession of the flag; yet, in the struggle, however complete his panoply of conscious rectitude, some arrow tipped with the deadly poison of ingratitude may find its way to his heart, and he not live to behold the fruit of his unselfish sacrifice. But, whether comes defeat or victory, the contest is inevitable. He of the faint heart should not enter it, and he of the brave heart should remember that muscles of iron and sinews of steel can not wholly withstand its influence.

The physical exertions, the mental labor, the combat with opposition, the ingratitude of those benefited, rapidly undermine the foundations of life; but there is another element in his experience more trying still. He may be equal to the physical and mental labors; he may gird himself to meet the opposition; in a good conscience he may find a balm to soothe the sting of ingratitude; but, if he have a high sense of the responsibility that rests upon him, nothing can furnish him relief from the constant and corroding anxiety for the wayward ones committed to his care. The destiny of their souls, priceless as the life of the Infinite Son, depends on his influence. How he watches the expressions that play over the countenance as good and evil are presented; how carefully he searches for the avenue to the heart; how he strives to win them back to truth. Among the hidden springs of action he at length discovers one that elevates. Cautiously he fastens a silken cord around it. Day by day he gently increases the pressure, till the dawn of manhood appears. Higher aspirations, purer thoughts, nobler purposes, manifest themselves. But, just as hope gladdens the teacher's heart, some overpowering temptation breaks the cord, and the lost one returns to a deeper degradation than that from which he had been raised into a purer atmosphere and higher life. From that depth he returns only curses to his benefactor. The teacher has endeavored to do his whole duty, he has labored to restore and preserve the divine in the human, but has failed. He has nothing for which to condemn himself. Neither has the mother, who, trembling between hope and fear, for days and weeks, watches with breathless anxiety the flickering taper in the bosom of her child; but yet, when that spirit has flown, and she once more turns her thoughts upon herself, she finds cares, and anxieties, and sorrow, have left their furrow on her brow, although that sorrow were unmingled with remorse. So will the teacher. Thus to labor, opposition, ingratitude, and abuse, disappointment is added.

But is there not a brighter side to this picture of the teacher's life? Are there not some lighter shadows with which to relieve this dark

back-ground? Thus far we have spoken only of toil, and ingratitude, and martyrdom. But pleasure at beholding the growth of mind, joy in witnessing the development of young hearts, the warm, almost worshipful, affection of obedient children — here, a mind wakened into activity; there a soul brought into harmony with the laws of God — these things sweeten the cup. Even in the martyrdom itself, when voluntarily endured, there is something almost sublime. The faith that can lead its possessor to the stake, and render him happy even in the midst of consuming flames, has within it a principle that commands admiration, and secures followers, whatever fate may await them.

The Christian looks back over the pages of history, and sees one of the disciples smiling at the excruciating tortures of the inverted cross; another calmly praying while subjected to the terrible machinations of the Inquisition; a third triumphantly singing his songs of thanksgiving, while the blaze of the fagot is consuming his latest breath, and rejoices that theirs is his belief. These scenes, though they alarm the timid, inspire the heroic with a desire to embrace a like glorious faith, even with a like fearful end.

The teacher who looks out upon the field he has entered and beholds the rank growth of weeds and thistles choking the priceless grain and destroying all possibility of fair fruit, but yet, because he sees the arch-enemy of the human race still scattering the seeds of death, and because he must bear contumely and disgrace — must toil and suffer and die,—fails to gird himself for the labor, and prepare with naked hands to uproot the thorns and thistles, is not a true and earnest man. His is a faint heart, unworthy the high calling of youth's teacher. Better that he find his place among the world's other workers, or even its idlers.

Fellow Teachers, when well performed, ours is the most glorious of works, requiring strong hands, and warm, resolute hearts. He that has not learned to labor and suffer, he that has not drawn inspiration from the dignity of his calling, he that has not some times looked up through the thick clouds to the beautiful world beyond, has no part or lot with the true teacher. He must learn that most difficult lesson of patience. Labor, and suffer, and wait, is written on all around him. He remembers that the world's truest heroes are not those whose fame is most sounded abroad, but those who in heart and life enter into completest sympathy with the Life of Infinite Love. Laboring for the good of his race, prompted by love to man and love to God, he struggles through trials up to martyrdom, ever looking to the Great Teacher, who before him has endured the cross, for his example, his source of help, and his reward.

L I T T L E B Y L I T T L E .

"LITTLE by little," the acorn said,
As it slowly sank in its mossy bed,
"I am improving every day,
Hidden deep in the earth away."
Little by little, each day it grew;
Little by little, it sipped the dew;
Downward it sent a thread-like root;
Up in the air sprung a tiny shoot.
Day after day, and year after year,
Little by little, the leaves appear;
And the slender branches spread far and wide,
Till the mighty oak is the forest's pride.

Far down in the depths of the dark blue sea
An insect train work ceaselessly:
Grain by grain, they are building well,
Each one alone in its little cell.
Moment by moment, and day by day,
Never stopping to rest or play,
Rocks upon rocks they are rearing high,
Till the top looks out on the sunny sky.
The gentle wind and the balmy air,
Little by little, bring verdure there,
Till the summer sunbeams gayly smile
On the buds and the flowers of the coral isle.

"Little by little," said a thoughtful boy,
"Moment by moment I'll well employ,
Learning a little every day,
And not spending all my time in play:
And still this rule in my mind shall dwell,
'Whate'er I do, I will do it well.'
Little by little, I'll learn to know
The treasured wisdom of long-ago;
And one of these days perhaps we'll see
That the world will be the better for me."
And do you not think that this simple plan
Made him a wise and a useful man?

Selected.

THE MUSEUM. — NO. I.

NOTES ON MATTERS IN HISTORY, LITERATURE, SCIENCE, AND ART.

ALLGEMEINE ZEITUNG.—Readers of American newspapers have doubtless often noticed quotations from the *Allgemeine Zeitung* respecting European affairs, which were cited with a tone of higher respect than is usually accorded to the current journals. The name of the paper signifies ‘the General Times’ *i.e.*, the newspaper containing the general news of the day. It was established in time of the first French Revolution by the famous publisher Cotta, at Augsburg, and is one of the oldest German daily papers. Its striking peculiarity is that it has no special opinions and never has had any, but always has opened its columns to all opinions. It publishes no leading articles, but is made up of news collected from other papers and of correspondence from all parts of the world. It is often employed by diplomatists and governments of Europe as a means of bringing matters unofficially before the public, and of discussing questions to test the state of the public feeling. “It forms (says the New American Cyclopaedia) one of the best political and diplomatic records of the century.” It is in part occupied with general information, scientific articles, and literary news and reviews; and this part of the paper shows great pains-taking, ability, and conscientiousness.

BUDE LIGHT.—This light has its name from the residence of its inventor, Mr. Goldsworthy Gurney, of Cornwall, England. It is made in an Argand Lamp of peculiar structure, and its characteristic is the introduction of oxygen gas into the hollow flame to make a more perfect combustion of the illuminating material. In lamps of the ordinary structure a part of this material passes unburned from deficiency of supply of oxygen: to remedy this, the Bude light furnishes that gas to the interior of the flame. It is in use in the English House of Commons, which was formerly lighted up with two hundred and forty wax candles. The color of the light may be made to vary by the quantity of oxygen supplied.

RAPHAEL’S CARTOONS, AND FRESCO PAINTING.—“A cartoon is a picture drawn upon thick paper with white and brown or black, and intended to be a model for a fresco, or for tapestry.” This definition is given by the New American Cyclopaedia. It adds that pictures of this

sort exhibit the greatest efforts of some of the great masters in painting. Fresco painting is painting done with water-colors upon a freshly-plastered ceiling or wall. Until the stereochromatic process was invented by Von Fuchs, such ornamentation upon palace or church walls required great speed and skill in the painter, because retouching the work after it had become dry was impossible; and it was necessary even to use great care in selecting the place where to end one day's work and begin another's, so that the joining of the two might not be noticed. The walls of many of the Italian palaces, churches and convents are adorned with fresco-paintings by Italy's most celebrated artists.

It was their custom, in order to paint most rapidly, to prepare their designs with great care upon large sheets of thick paper (Italian *cartone*, great paper), and to transfer the outlines to the walls by rubbing the back of the cartoon with black-lead or red-chalk, and then placing it upon the wall and tracing the outlines upon the face of the cartoon with a pointed instrument, so that the lead or chalk would be set off upon the moistened wall. The correct outline being thus established, the painter would apply his colors as rapidly as possible. Some times the outlines of the design were pricked through and coal-dust rubbed through the holes to make the outline upon the wall. When used as a design for tapestry, the cartoons were colored, and the weaver cut out the figures and laid them so that he could direct his operations by them. Some times the cartoons drawn by master hands were preserved, but oftener they perished in the using.

The most celebrated works of this sort are the cartoons of Raphael. Artists themselves speak of them with enthusiasm. Mr. Wormun says that their commanding grandeur of style has given the type of representation of the apostles in paintings to the present time. Raphael Santi, or Sanzio, was born in 1483, and died in 1520, aged just thirty-seven years, in which brief period he acquired the highest renown. Much has been told of his marvelous genius, and his yet greater fertility; in twenty years he painted one hundred and twenty-eight oil paintings and frescoes, and made many hundred drawings. When at the pinnacle of his grandeur and fame, with his dexterity and power of composition at the ripest, he painted the cartoons some of which still are in existence. They were drawn at the wish of Leo X, as designs for tapestry, for which the Flemish weavers were then especially famous, and with which that pope wished to ornament the Vatican. The walls of that palace were ornamented with frescoes by the same great painter, or performed under his direction. Of these cartoons prepared for the Flemish tapestry, seven remain—a part of a set illustrating New Testament history,—and these were not without injury.

The set originally comprised twelve or sixteen (authorities vary); and those which survive were purchased in Flanders by the advice of the painter Rubens, for Charles I of England. When the royal collection was sold, Cromwell had these preserved to England. When William III came to the throne he had them carefully put together, and built for them a special gallery at Hampton Court, where they now remain. The subjects of these compositions are as follows: I. St. Paul Preaching at Athens. II. The Charge to Peter: 'Feed my Sheep'. III. The Death of Ananias. IV. Elymas, the Sorcerer, struck with Blindness. V. The Miraculous Draught of Fishes. VI. Paul and Barnabas at Lystra. VII. The Beautiful Gate of the Temple—Healing the Lame Man.

These are said to be less than any other of Raphael's pictures dependent for their beauty upon the adjunct of color, and hence more capable than others of efficient representation by engraving.

S. S.

M A T H E M A T I C A L .

SOLUTIONS TO PROBLEMS IN DECEMBER NUMBER.—I. On every bushel worth 75 cents I lose 15 cents, or 3 times 5 cents; and on every bushel worth 50 cents I gain 10 cents, or 2 times 5 cents. But I wish to gain as much as I lose: hence, I must use 3 bushels at 50 cents as often as I use 2 at 75 cents. Therefore, 36 bushels, or $\frac{3}{5}$ of the corn, must be worth 50 cents, and 24 bushels, or $\frac{2}{5}$ of it, must be worth 75 cents.

This is the *same general* question as Question II in August *Teacher*; for in both cases we are required to divide a given quantity in the ratio of 2 given numbers. The same question recurs in all problems in every form of Discount, and in many of the problems in Interest.

II. Let the annexed diagram represent the dial with the hands in the required position. Since 6 o'clock the minute-hand has come over 180° , or $\frac{1}{2}$ the circle, + the distance from 6 to the hour-hand, marked x in the diagram, + 40° , or $\frac{1}{9}$ of the circle; the hour-hand has passed from 6 to its present place, or over the distance x . As the hour-hand moves $\frac{1}{12}$ as fast as the minute-hand, x must be $\frac{1}{12}$ of the $180^\circ + x + 40^\circ$, or $\frac{1}{11}$ of $\frac{1}{2} + \frac{1}{9}$ of the whole dial. The whole dial is worth 12 hours at the



rate of travel of the hour-hand : hence, $\frac{1}{11}$ of $\frac{1}{2} + \frac{1}{9}$ of 12 hours, $= \frac{2}{3}$ of an hour, has passed since 6 o'clock. *Ans.* 6 o'clock 40 minutes.

One correspondent solves by using a proportion ; but we would suggest that in *all* the numerous 'clock questions' the hands be placed in the required position, and then a course of reasoning similar to the above be adopted.



III. In the annexed diagram, let a side of the triangle ABC equal x , and the radius of the circle equal R , and the perpendicular AD equal y : then $x^2 = y^2 + \frac{x^2}{y}$, or, $3x^2 = 4y^2$ (a.) ; but $xy =$ twice the area of triangle, and $x \times R =$ twice area of AmB , or AmC , or BmC : hence, $xy = 3Rx$, or, $y = 3R$ (b.) Substitute this value in equation (a.), and $3x^2 = 36R^2$, or, $x^2 = 12R^2$, $x = \sqrt{12R^2} = 2R\sqrt{3}$.
— Q. E. D. N. W.

Solutions of these three have been received from 'PUPILLUS', and a solution of the third from 'W. S. K.'

[CORRECTION.—In our solutions last month the types made us say $x^2 + 10x = 9 + 16$, when we should have said $x^2 + 10x = y + 16$.]

PROBLEMS.—I. A tract of land contains 100 acres. The east line is 160 rods long, and the north line is $\frac{3}{5}$ the length of the south line, and the northeast and southeast corners are right angles. The south part of said land is worth 10 per cent. more than the middle portion, and the middle portion is worth 10 per cent. more than the northern. Now I wish to divide this 100 acres into three parts of equal value by lines parallel to the north or south line : What is the length of the east line of each of the three parts ? N. H.

II. Two persons, 40 miles asunder, start simultaneously to meet. The speed of one per hour always equals in miles the square root of the distance over which he has passed ; the speed of the other is uniformly three miles per hour : In what time will they meet ? TYRO.

III. There are two piles of wood, of the same height and length, one of which is composed of sticks 3 inches in diameter and 4 feet long ; the other of sticks 6 inches in diameter and same length : both cords are packed to the best advantage, and the sticks of each are perfectly straight. It is required to find the difference in the amount of wood which the two piles contain. TYRO.

COMMENTS ON THE SCHOOL LAW.

OFFICE OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
Springfield, Illinois, February, 1860.

Questions.—Does the ten per cent. mentioned in Section 57, and the twelve per cent. in Section 61, cease when an obligation in favor of the school-fund is probated against the estate of a deceased debtor, as in the case of other claims, or do the ten and twelve per cent. continue until the debt is paid? Does a judgment in favor of the school-fund cease to draw ten per cent., and draw but six, until the money is paid? Can Trustees of Schools transfer notes or mortgages in favor of the school-fund, if, in their opinion, the interests of the Township require it? Can a mortgage be foreclosed for defaulted interest, the principal not being due?

Remarks.—After a claim in favor of the school-fund is allowed in the probate court, or is put into judgment, it thereafter, like all other claims, bears but six per cent. Trustees of Schools have no right to transfer notes or mortgages given to the school-fund. Whether a mortgage can be foreclosed for the interest, the principal not yet being due, is a question for the courts to determine; it does not fall within the legitimate province of this Department. I may add that I know of no decision directly upon the point.

Question.—Scholars in District A. wish to attend school in District B. The Directors of District B. are willing; but those of District A. are not, and notify the teacher in B. not to receive said scholars. Can District B. draw public money on the schedule of said scholars, should they persist in attending school in B. contrary to the express orders of the Directors of District A.?

Remarks.—No other than a *negative* answer can be returned to this question. The case falls under the provisions of the 35th section of the Act. The right to transfer pupils from one district to another is conditioned upon 'the written consent of the Directors of both districts'. If the violation of this plain requirement did not involve the forfeiture of the public school-fund the requirement itself would be divested of all penal force and become a useless nullity. It is admitted that great inconvenience, and even injustice, may, and some times does, result from the indiscreet or unfriendly exercise of the power which this section confers upon Directors. But far greater evils grew out of the almost unlimited license to change schools which was claimed and very generally exercised under the Act of 1857. The object of the restrictive clause under review is, to protect the schools of each district from being over-crowded and deranged in their order and classification, on the one hand, and from being reduced in numbers and almost broken up on the other. Without such a legal check no school

would be secure against the ebb and flow of numbers incident to the emulous strife of rival districts, and the whims, caprices and jealousies of change-loving children, and captious, fault-finding parents. But when the good of the scholar, or the convenience of the parent, would manifestly be promoted by the transfer, while the interests of the home school would suffer no material injury, the Directors should be as prompt to grant such requests as to refuse them upon an opposite state of facts.

Question.—Is a teacher entitled to *interest* on money due for services rendered?

Remarks.—Under the 2d section of the general laws of the State (Rev. Stat., page 294), regulating interest, Treasurers of Townships should pay six per cent. per annum interest on schedules that have been regularly filed by the Directors before the time fixed for the semi-annual distribution of the school-funds, and which, for any reason, can not be paid out of such distribution—the interest to be computed from the time fixed for such distribution. A schedule thus certified is undoubtedly a liquidated account, and, in contemplation of law and the contract between the Directors and the teacher, should be paid at the time provided by law for the distribution of school-funds, unless they otherwise agree or contract. If, for any reason, the amount appearing by the schedule to be due can not then be paid, it is just and equitable, and, as I think, within the letter as well as the spirit of the law regulating interest, that interest should be paid after that date. The Directors who make the contract with the teacher have the power to provide the means of payment, and are supposed to contract with reference to the means to be at their disposal at the time when, by the contract, the teacher should be paid. If they have been negligent in providing the means, or if there has been default in collecting, or if for any other cause they are unable to pay at the proper time, they stand, in their corporate capacity, like other debtors, and should pay interest. Their liability, however, is a corporate liability, and not a personal liability; and the interest should be paid, with the principal, out of funds belonging to the district.

Question.—If a teacher sue the Directors, is their private property liable?

Answer.—It is not. Directors may be sued ‘as Directors’, not as individuals. Their private property can not be taken in satisfaction of any judgment obtained against them in their official character as Directors.

Question.—The Treasurer reports to the Directors a certain sum to their credit; upon the strength of this report the Directors hire a teacher and have a school.

It turns out that the funds reported by the Treasurer were only *apportioned*, not *collected*. The teacher sues for his wages. What redress have the Directors?

Answer.—It is the duty of Directors to *know* that means will be at their disposal to meet their engagements with teachers and others. If they trust to the report of the Treasurer, and it turns out that he reported funds as on hand which were apportioned but not collected, and suit is brought by the creditors of the Board, the Board have no redress in law.

Question.—What is the legal relation of the present Board of Directors to the acts of their predecessors?

Answer.—Directors are a ‘body politic and corporate’ in the fullest sense of that phrase; and hence, all the legal acts and contracts of one Board are binding upon their successors.

Question.—Section 34 provides that the “Township Treasurer shall hold the balance, if any, apportioned on the schedules, *subject to the order of the Directors of the proper district.*” When may orders be drawn on the Treasurer for such balance, in order to render them valid?

Remarks.—When the Trustees meet, in April and October, their first duty is to ‘*apportion*’ to the several districts the amount of money on hand; that is, to determine and assign, in the manner required by law, the due proportion and just share to which each district is entitled. The amounts so apportioned and determined are then placed, on the books of the Treasurer, to the credit of the several districts. The Treasurer then proceeds to *pay out* these funds to the persons authorized to receive them, charging each district, on his books, with the amount so paid out. It some times happens that a surplus, or ‘balance’, remains to the credit of a given district after all orders from such district have been presented and paid. For this balance, or for any part of it, the Directors may draw on the Treasurer at any time, and may use the same for any legitimate school purposes whatever. A simple order is sufficient; no schedule need be filed with such order. This view does not conflict at all with the provisions of the 53d section, in which the authority of the Treasurer to pay teachers is conditioned upon the filing of schedules. That section simply makes the filing of schedules essential to the claim of a given district in the *original distribution* of the funds; it has nothing to do with the disposition of the surplus *after* such distribution—that is provided for in the 34th section, upon *which* the foregoing remarks are based.

[NOTE.—The material points of this question were considered in the January number; but the importance of the subject seemed to justify an additional notice, which, it is hoped, will serve to place the whole matter in a clearer light.]

Question.—Who are legal voters at District elections on questions of raising money? Does the paying of a road-tax confer the right to vote, provided the party has been a resident of the district the required length of time?

Remarks.—The case involves the proper construction of the following clause in the 42d section of the Act of 1859:

No person shall be entitled to vote at any district election, on the question of raising money, unless he shall have resided in the district at least thirty days immediately preceding said election, nor unless he shall have paid a tax in said district the preceding year, or shall have been assessed in such district for the year in which such election is held.

In seeking the true intent and meaning of this clause, it may be of use to observe that words in a statute, when not technical, and when not shown by the context to have a different import, are to be interpreted, precisely as elsewhere, according to their most plain and obvious common-sense meaning. The construction is not to be forced because the Legislature is presumed to have *intended* to say or enjoin what it has failed to express. This is substantially the doctrine laid down by such authorities as Mansfield, Coke, and others, in England, and by Marshall, Story, and Kent, in this country. (10 Coke, 57; 3 Coke, 7; 1 Wheaton, 326; 1 Kent, 462, etc.) Guided by these principles, we can hardly fail to arrive at a correct understanding of the clause in question. It must be taken in its natural, ordinary sense, as to the meaning of its terms. The residence of the voter must be *bona fide*, and, in addition, he must either have been assessed in the district during the year or he must have paid some public tax in the district within the year previous to the election. The tax, of course, must be one levied by authority of law; but the statute makes no distinction as to whether said tax was one levied on realty or personalty. Nor is it material whether it was for state, county, or municipal purposes: a road tax or school tax would be sufficient. Some have supposed that the word 'assessed' defines and limits the word 'tax' in this clause, restricting the meaning to real and personal property. But it is held that there are no satisfactory grounds for such a restriction. Any tax annually imposed or levied, and required to be paid, by lawfully-constituted public authority, state or municipal, is 'assessed' to all intents and purposes. This law, moreover, being restrictive of the right of citizens to vote, must be construed liberally, in their favor.

Question.—Can money due on schedules—both schedules and money being in the hands of the Township Treasurer—be taken by the garnishee process?

Remarks.—There is no authoritative decision of our courts directly upon the question. Some of our circuit courts have held that money in the hands of a School Treasurer appropriated to a particular cred-

itor or on a designated schedule could not be garnisheed. Others have held that if the money has been appropriated to the payment of a particular schedule it may be garnisheed. It must remain for the courts to determine under what circumstances, if any, money due teachers can be garnisheed.

Questions.—If Directors are elected at any other time than that fixed by law, can they lawfully act as Directors? Can Directors resign; and if so, and others are elected prior to the first Monday of next September, how long can they hold office?

Remarks.—Directors elected as in the first interrogatory may act, and their acts will be valid, until they are restrained from acting by due legal process. Directors may resign, and their places be filled by a new election, at any time — notice being given as required in Section 42: in which case, the persons elected to fill such vacancies will hold their offices for one, two and three years *from September, 1859*. If the Directors elected last September *draw lots* for their terms of office, as required by law, then, the new election being to fill vacancies, the voters at said election should designate on their ballots whose place, or which vacancy, each person voted for is to fill. But if no lots were drawn last September, then three persons should be voted for in the usual manner, who should draw lots 'at their first meeting' for one, two and three years. The Director who draws for one year will hold his office *till next September*; the one who draws for two years will hold his office till one year from next September, etc.; each term dating *from* the last annual election, so that the time for the regular annual election will remain uniform in all the districts throughout the State.

N. BATEMAN, Sup't Public Instruction.

EDUCATION THE GREAT QUESTION.—I may safely appeal to every person who hears me, and who is in the habit of reflecting at all on the character of the age in which we live, whether, next to what directly concerns the eternal welfare of man, there is any subject which he deems of more vital importance than the great problem how the whole people can be best educated. If the answer of the patriot and statesman to this appeal were doubtful, I might still more safely inquire of every considerate parent who hears me, whether the education of his children, their education for time and eternity — for, as far as human means are concerned, these objects are intimately connected — is not among the things which are first, last, and most anxiously upon his mind.

EDWARD EVERETT.

EDITOR'S TABLE.

THE BIBLE IN SCHOOLS.—A debate of much interest arose in the State Teachers' Association upon Mr. Roots's Report on a resolution referred to a committee at the previous session. A few things are here worthy of notice. First, the resolution referred to the committee recommended the use of the Bible in schools on religious grounds. It may be said that the resolution does not say so, but we can not but think that it must be so interpreted, especially when we consider the words 'motives deduced alone from this sacred volume'. Second, the report was against the doctrine of the resolution, on the ground that the recognition of the Bible as a sacred book is an act which no political body or functionary of the State has a right to do, and that as our free schools exist under the authority of the State, no school-officer or person acting under him has a right to do the act if objected to. Third, the resolution which was finally adopted expressed only the recommendation of a large majority of the Association, but *without any statement whatever of reasons* for that recommendation. A great variety of opinions was expressed in the debate; but all hinged on the religious question. The declarations for or against the reading of the Bible in schools were based either on the doctrine that it is the word of God, and therefore should be made the basis of instruction, or on the political doctrine of non-interference with religious opinions by the State. Many do not seem to have appreciated the fact that politically our nation is godless; and that we are trying the experiment of maintaining national life by the power of religion and morality in the hearts and lives of citizens as individual men, and not as citizens or members of the body politic. But this is so. A consul of the United States in a Moslem court, himself a Jew, took the ground that the United States is not a Christian nation. He did not

assume this ground (as one might reasonably now do) on account of the anti-christian character of many of the acts of the government, but on the ground that the government had not taken, and could not in consistency with its theory assume, any position on a theological question. Whether we like it or not, this is indeed so. The State knows no God, no religion, no holy days, no sacred things. Some customs and some legal traditions inherited from England by means of the common law, and in some States incorporated into statutes, may seem to contradict this statement, but in Illinois we think it is strictly true. Whether this fact is to be approved or not it is not essential to our purpose to say. We can not but recognize it; and recognizing it, we can not consistently ask of the State to enforce or approve the reading of the Bible in schools as a *religious* book. How can the State, which knows no religion except as an opinion of its members, decide in favor of any book on the ground that it is a religious book? Individually we are of the opinion that religion, the Christian religion, the Protestant Christian religion, is essential to our well-being as a nation; but we believe the State to be entirely ignorant of that fact, and incapable of recognizing it as any thing more than an opinion.

But there is a ground on which the educational function of the State may recognize the Bible as worthy a place in our schools, and even require the use of selected portions of it as a text-book. We say selected portions, for we presume none who advocate its use would urge the perusal of the Levitical law, the genealogies of the Chronicles, or Paul's most abstruse arguments addressed to the Romans. But it is a fact which the State can not overlook that this book is one which stands in a peculiar relation to the social and intellectual life of the community: that it is the one book which gives tone to the morality of society: that it is a classic book in the highest sense of the term: its language is more familiar to the people than that of any other book, and its history, poetry, and ethics, are proper subjects of study and thorough knowledge. The State sustains universities and colleges in which Latin and Greek books are read for educational purposes, entirely independent of the truth or falsehood of the religious

opinions which they present, because of real or supposed beauties of style or advantages to be obtained in the acquisition of the languages in which they are written, or because the routine of a liberal education requires even the acquaintance with ancient superstitions which one gets in studying mythology and other antiquities. Now let any one take the ground that Christianity is a superstition, as much so as a fairy story: is it not as proper that the Christian books should have a place in the school as that the *Midsummer Night's Dream*, or *Paradise Lost*, or *Ivanhoe*, should furnish extracts for our readers? If the vast majority of a community attach great importance to the contents of a book, is it not well that the schools should do their share in teaching the children, not polemically or doctrinally, but as a matter of information independent of doctrine, what is in that book? Could we consider a man well educated who should know all that is taught in our schools of mathematics, and grammar, and philosophy, and science, but who should know nothing of the great social fact of Christianity and its basis-book?

A few months ago we were a spectator at a great political meeting. A man spoke there whose face was darkened with bruises from a street encounter with a zealous adversary: nothing that he said could be taken to indicate any attachment to the principles of religion, or even of morality; but as he spoke with ease and force, we were surprised to hear from his lips the familiar language of the Bible which he read when he was a boy, if not since then. Phrase after phrase and allusion after allusion attested the classic strength of the Scriptures. Had he talked of Greece and Rome, the majority of his hearers could not have appreciated his allusions; but the familiar stories of the Holy Land reached every mind and glowed in every heart. We have often since thought of that speech, and have thought how poor an English education he would have who should be ignorant of the Bible: what power it has exerted upon English speech, and the thoughts and feelings of the millions that speak the English tongue.

EDITORIAL NOTICES.—The Editors of the *Teacher* will be able to attend Institutes to some extent during the year. The address of the Associate Editor is 'JAMES H. BLODGETT, *Mendota, Illinois.*'

BARNARD'S AMERICAN JOURNAL OF EDUCATION.—Dr. Barnard has given to the issue of the seven volumes already issued, not only his time and labor as editor and contributor, but also the large sum necessary to pay the expenses of the publication; as the subscriptions have fallen far short of meeting the cost of paper and printing. Hoping that the completed series of volumes would be regarded as a valuable contribution to the educational literature of the country, he has gone forward in spite of losses and the indifference of those for whom he is laboring. He now expresses a hope that he may receive sufficient aid to issue three volumes more. He wishes to embrace in these three volumes a large amount of material illustrative of— I. The history and present condition of Normal Schools and Special Institutions and Agencies for the Professional Training and Improvement of Teachers. II. The organization and characteristic features of Polytechnic Schools, and other Institutions for the education of persons destined for other pursuits than those of Law, Medicine, and Theology. III. The history and courses of instruction of the oldest and most flourishing Colleges and Universities in Europe and America. IV. The most recent, as well as the oldest, successful Methods of Teaching the elementary and the higher branches of learning. V. The life and services of many Teachers and Promoters of Education, whose labors or benefactions are associated with the foundation and development of institutions, systems and methods of instruction.

Now, what will Illinois do for him? The Editors of the *Teacher* in past years—Messrs. Hovey, Bateman, and Dupee—have pronounced the journal a most valuable one for a professional teacher; and if our individual statement of the same fact can give any additional weight, it is hereby freely and fully given. But do not rely upon our word only. A circular containing a general index of the first five volumes will be sent to any one who requests it by addressing Henry Barnard, Hartford, Ct. Do send for this circular, see what the journal has been, and if you can afford it try to take it for the coming year. The present number of paying subscribers in Illinois is—well, one of the figures is a cipher and the other is much too small. Can we not raise in this great State at least as much as one man in a county to take the *American Journal of Education*? See the advertisement.

ENGRAVINGS OF RAPHAEL'S CARTOONS.—We take pleasure in calling attention to an advertisement of Mr. C. B. Norton respecting some fine engravings of the best of Raphael's pictures. What the famous cartoons are can be seen by the advertisement, and also by an article on a previous page. The undertaking of producing adequate engravings of these works of art was an attempt of such magnitude that it was not attempted until a recent period. Three eminent engravers undertook the work, under the patronage of George III, and were engaged upon it forty-five years. The set was then published at a price of \$350. Thus the matter remained for many years: but few impressions were struck off, and the plates were stowed away, waiting for some one of sufficient liberality and means to open them again to the world. This has at length been done: Messrs. Day & Co., engravers to the Queen, have obtained the plates (as is supposed by aid of the British Government), and have begun to issue from them prints, the number to be confined to five thousand, when the plates are to be destroyed. During a late visit in Europe, Mr. Charles B. Norton heard of the circumstances, and was enabled to obtain the agency for this country, with the right to dispose

of five hundred sets, at ten dollars the set. When it is known that these seven line engravings measure thirty-eight by twenty-five inches, are not worn, but perfect impressions of the exquisitely-finished plates, and when the excellence and fame of the subjects are considered, we think the public will agree with us that, merely viewing them in a pecuniary light, they are the cheapest works we have, as in an artistic light they rank with the greatest.

Mr. Norton in a letter to us tells of pretty good success in disposing of his share of the work. In Worcester, Mass., he has over sixty subscribers. Our western neighbor Laporte, Ind., takes fifteen sets.

PARTIAL PAYMENTS.—The following was meant for our Mathematical department, but was overlooked.

The following represents an actual business transaction, with only a change of names of the parties. Teachers whose pupils 'see no use in 'Partial Payments'' can assure such of the necessity of being ready for business of this kind. It will be a good example for practice.

"Oct. 5, 1857.

"\$1903. For value received, I promise to pay John Doe one thousand nine hundred and three dollars on Nov. 1, 1858, with six per cent. interest after Nov. 1, 1857.

RICHARD ROE."

The following payments were indorsed on the note:

"Aug. 31, 1858, \$200; Nov. 4, 1858, \$255; Feb. 8, 1859, \$25; May 31, 1859, \$150; June 15, 1859, \$450; June 18, 1859, \$100; July 6, 1859, \$100; July 19, 1859, \$150; Sept. 2, 1859, \$200; Sept. 5, 1859, \$100; Nov. 16, 1859, \$43; Nov. 26, 1859, \$34; Dec. 8, 1859, \$200; Dec. 17, 1859, \$43.46; Jan. 19, 1860, \$12.64."

There was an agreement that fifteen per cent. was to be paid after maturity of the note. Did the last payment settle the note? If not, how does the account stand? Send solutions to the Editor.

MACAULAY.—Died in London, Dec. 28th, 1859, in the 60th year of his age, Thomas Babington Macaulay, the historian. He was born at Rothley Temple, Leicestershire, Oct. 25th, 1800. After being for some time under the charge of a private tutor at home, he entered Trinity College, Cambridge, in 1818. He took his Bachelor's degree in 1822, and was elected a Fellow of his college. He was made a Master of Arts in 1825, and was called to the bar at Lincoln's Inn in 1826. At this time he began to write in almost every department of literature—history, poetry, essays, and criticisms. His writings were mostly contributed to *Knight's Quarterly* and the *Edinburgh Review*. In 1830 began his career in Parliament, where he at once acquired a high celebrity. In 1834 he resigned his seat for a position in the Supreme Council of India. In 1838 he returned to England, was made Secretary of War in 1859, and was raised to the peerage two years ago.

Macaulay's versatility of talent was wonderful. Whether acting as statesman, historian, poet, or critic, he was alike successful. His writings are marked with power and vigor, rather than delicacy, and with a verbosity which would have been wearisome in less skillful hands. We have few compositions finer in their way than 'Ivry' and the 'Lays of Ancient Rome'. The 'History of England', the great work of his life, he has left unfinished.

OXFORD (O.) SEMINARY.—The Seminary at Oxford, Ohio, was burned Jan. 15th. This is an institution on the plan of Mt. Holyoke. No lives were lost.

BACON'S WORKS.—Brown, Taggard & Chase, of Boston, are engaged in a literary enterprise that will be hailed with satisfaction in all parts of the country. They have in press the complete works of Lord Bacon, to be issued in superb style in twelve crown-octavo volumes. They intend to make this new edition of Bacon the beginning of a series of standard works of the first class. They announce that they will issue the volumes in a style of excellence and magnificence that shall surpass any thing yet produced by book-makers at home or abroad. Messrs. Houghton & Co., of the 'Riverside Press', at Cambridge, have these works in hand. The books will be printed on the finest tinted paper. Lord Bacon's works will be followed by a complete edition of writings of Sir Walter Scott, including his novels and poems, and his life by Lockhart.

Boston Transcript.

GRAMMATICAL QUERY.—The following inquiry has been sent to the Editor of the *Teacher* with a request for its insertion, with which we willingly comply. We shall be pleased to have an answer from any one who feels sure he is right and can tell why, briefly and clearly.

"*Dear Sir:* Competent men affirm that the sentence 'six times eight is forty-eight' is grammatically correct; while others, equally so, maintain that the verb should be plural. Bullions (*Anal. and Pract. Gram.*, p. 39, § 207) and Clark (*Gram.*, p. 198, Obs. 3, 4) support the former position. Can you agree with them and us? Will you please give the matter a little attention, and then give us your opinion upon the mooted point. I should like to have you parse the sentence as you construe it, and submit it to us in writing for the benefit of the public.

"Yours truly, C. K. G."

HARVARD UNIVERSITY.—Prof. C. C. Felton has been elected President of Harvard, in place of Dr. Walker, lately resigned.

GOV. BOUTWELL.—Newspapers state that Gov. Boutwell has resigned the post of Secretary of the Board of Education in Massachusetts.

ALABAMA.—Newspapers inform us that a bill has been introduced into the Alabama Legislature to protect the State against northern school-teachers. It provides that County Superintendents shall not grant license to any person, male or female, to teach school in that State unless the applicant shall have been a resident of some slave State for ten years. If Superintendents do grant the license, they are liable to a fine of not less than two, nor more than five hundred dollars. Whether all this is in earnest and likely to become a law we do not know. For the credit of Alabama, we hope not.

GEOGRAPHY OF CONSUMPTION.—Consumption originates in all latitudes, from the Equator to the higher portion of the Temperate Zone. The opinion has long been prevalent that a greater liability to the disease exists in cold and humid than in warm climates. Statistics, based upon the tables of mortality, prove this to be an error. Consumption is very rare in Iceland, Siberia, the Shetlands, and the Hebrides. In Northern Europe it is most prevalent at the sea level, decreasing with the increase of elevation. It is far more fatal in the city than in the country.

FIFTY-SEVENTH ASTEROID.—Dr. Luther, at Bilk, Sept. 22d, discovered the fifty-seventh asteroid between Mars and Jupiter.

IOWA.—The State Board of Education met at the capital and continued in session twenty days. This body has in that State complete control over the school system, having all legislative powers. It consists of thirteen members, of which each judicial district furnishes one; and the Governor and Lieutenant-Governor are ex-officio members of the Board.

The Board made few changes in the law. The powers, duties and compensation of the County Superintendent were reduced, in deference to a general demand, which, however, is said not to have been urged by the eastern part of the State. In recommendation of text-books, Sanders's Readers were recommended in addition to McGuffey's, which had the sole recommendation before. Bullions's Grammar was recommended. Thomas H. Benton was reelected Secretary of the Board of Education; an office equivalent to the office of State Superintendent in Illinois. His salary amounts to \$2200, including incidental expenses.

WISCONSIN.—J. L. Pickard, long a teacher at Platteville, Wisconsin, entered upon his duties as State Superintendent of Public Instruction in that State on the first of the present year. With an Assistant-Superintendent, and a Clerk, he will be able to do much to aid the work of education, beyond what can be done in our State by a man who is his own assistant and clerk, and has no allowance for traveling expenses. Wisconsin will outstrip Illinois if her plans are carried out and our own are so niggardly provided for.

ALUMINUM.—It is evident that this metal is not likely soon to fulfill the brilliant expectations lately formed concerning it. There are difficulties in the way of its manufacture, which our best chemists have almost despaired of overcoming. In its purity, it is nearly of the color of silver; but it is nearly impossible to free it from a mixture of iron and silicium, which greatly impair its value. In its ordinary state, it resembles in color a mass of grayish steel, and it is almost as hard. Its specific gravity is less than that of glass, and it is not liable to oxydation, even though exposed red-hot to a current of oxygen. Its present value is \$15.00 per ounce—nearly the same as gold, though, on account of lightness, its bulk is far greater.

PYRAMIDS.—Mr. John Taylor, formerly of the firm of Taylor & Hessey, London, has just published a remarkable book, entitled 'The Great Pyramid: Why was it Built? and Who Built it?' Mr. Taylor first pointed out Sir Philip Francis as the probable author of 'Junius'. His present question is a still more difficult one, and opens a boundless field of inquiry and speculation.

STEREOSCOPIC GLASSES.—Prof. Wharton Jones has just made a discovery especially valuable to persons of weak eyes, and to be prized by all. It is a form of spectacle-glasses by which paintings and engravings appear as stereoscopic pictures, in full relief and roundness. Arrangements have been made for the extensive manufacture of these glasses.

SWIMMING A SCIENCE.—A swimming-school for girls has lately been established in Paris. Water is admitted from the Seine into a building some hundreds of feet in length, giving ample facilities for instruction and practice in every form of diving, swimming, and floating. The school is largely patronized, and every way successful.

GEOGRAPHICAL EXPEDITIONS.—A circumnavigation of the globe under the auspices of the Austrian Government has lately been completed. Dr. Scherzer was the head of the corps of savans. In Northern Africa, Henry Duveyrier last spring started from Algiers to cross and explore the Sahara by a new route: he is a young and enthusiastic Frenchman, and has spent nearly three years in studying Arabic and making preparation for his journey. Dr. Kotschy, an Austrian Orientalist and traveler, has recently explored the ancient Cilicia, or modern Adana, seeking both historical and geographical knowledge. An expedition was to start in November from Bombay to explore the lake region at the head of the Nile, where Captains Speke and Burton discovered Lake Nyanza: Dr. Silvester is the leader. Martin de Moussy, a Frenchman of great scientific knowledge, has just finished a thorough survey of the Argentine Republic, from the Andes to the Atlantic. He crossed the Pampas in every direction, visited the passes and mines of the Cordilleras for three hundred leagues, making barometrical and meteorological observations throughout the entire period. He is to publish the account of his surveys at Paris, at the expense of the Argentine Government. President Urquiza, at whose wish all this work was done, is a wiser man than most of the South-American Presidents.

The American Geographical and Statistical Society has just received a letter from Dr. Livingstone, containing an account of his explorations several weeks later than any previously transmitted. He has been engaged in surveying the Shire, a branch of the Zambezi, which flows, for more than a hundred miles, through a cotton-growing region. The quality of the cotton was so excellent that he distributed none of the American seeds sent out by the British Government. The members of the expedition were in good health, and every thing went on prosperously. According to the reports of the natives, the Shire is an outlet of the great central sea Nyanza — the same reservoir whence flows the Nile.

M. Du Chaillu, a Frenchman, has just returned from an exploration of Western Africa south of the Gaboon river. He found the country covered with dense forests of palm, ebony and india-rubber trees. His course was through a magnificent prairie country after leaving the Kong mountains. He believes that a system of parallel mountain-chains crosses the continent from east to west, in the region of the Equator.

PERSONAL ITEMS.—Elizabeth Barrett Browning is obliged by ill health to spend most of her time in Italy.

Parke Godwin has in press the first volume of a History of France to which he has devoted many years of labor.

Sir David Brewster has been elected Principal of the University of Edinburgh.

Mariette, a celebrated French archæologist, has engaged 3,000 persons to work at excavations at historical sites in Upper Egypt.

TUBULAR BRIDGES.—Mr. Fairbairn, the eminent English engineer, has calculated that the greatest clear span at which an iron tubular bridge would support its own weight would be between 1,800 and 2,000 feet.

THE MOON.—It is thought to be positively ascertained that the moon has neither water nor clouds—at least on the side which is turned toward the Earth.

LOCAL INTELLIGENCE.

PEORIA SCHOOL REPORTS: Fifth Annual Report of the Board of School Inspectors, with the Fourth Annual Report of the Superintendent.

These reports are for the year ending July 1st, 1859, and present a statement of the condition and operation of the public schools during that year. The statement, however, is intelligible only to the citizens of Peoria, who are already acquainted with the state of education as shown in prior reports and made known through the local press; and it has been prepared so entirely for home use that outsiders like ourselves are much in the dark after a careful reading of the whole pamphlet. For instance, on the first page is this sentence: "The number of school-buildings belonging to the Board is the same as at the time of our last report." We suppose the number to be seven; but no where do we find it given. The reports contain many tabular statements; but many which are desirable to give an account of the Peoria school-system to non-residents, or even to new residents, are not found. We know from other sources what is herein repeatedly alluded to,—that there has been a powerful opposition to the management of the schools, and to the levy of a three-mill tax; but such particulars as would put a stranger in possession of the leading points of the controversy are omitted. We learn by incidental mention only, that the Peoria schools were free schools only for the fourth or last term of the year, and that for the other terms a tuition-fee of one dollar a term was charged to each scholar. "The branches of education taught in the public schools are the same as last year, except the introduction of *Cutler's Physiology* into the High School."—(p. 5.) "There has been no change of text-books during the year." (p. 16.) But the course of study and the list of text-books used are no where made known to us. We can not, therefore, tell much about the condition of schools in Peoria from any data here furnished. We extract a few statistics, and quote some remarks from the report of Judge Gale, the Superintendent, whose recommendations indicate a careful observer of the condition and needs of the schools.

	Primary.	Intermediate.	Grammar.	High.	Totals.
Average number enrolled in the schools.....	369	245	326	54	994
Average number in attendance.....	308	206	273	48	835
Average of ages of pupils, in yrs. and mos. 7y. 8m. 10y. 7m. 13y. 6m.					
Salaries paid teachers.....	\$2,490 00	\$1,918 75	\$1,943 75	\$1,912 50	\$9,265 00
Share of salary to each pupil.....	6 75	7 83	15 16	35 42	16 29
Real number of names enrolled.....					1760
Number attending during free term only.....					460
Proportion of males to females.....					20 : 19
Av. pr. ct. of attendance of number enrolled...86		84½	83½	89	85

The cost per scholar, as made out by taking the actual and essential expenditures of the school-system (first ten items on p. 5) and dividing by the average in attendance above given (835), is \$18.95: the same, as estimated by Judge Gale

by adding to salaries paid to teachers one-fourth of other expenditures and six per cent. on value of school property (which is not included in the \$18.95), is \$18.51. Average rate of salaries to teachers, from the data on p. 4, \$401.51: the several rates are not given. Average in St. Louis is \$575.37 — (highest \$2500, lowest \$350); in Chicago, \$461.40 — (highest \$1800, lowest \$250). A writer in the *Peoria Union*, with the icy signature of 'January', complains that too much money is paid out in salaries; but he does not undertake to show that too many teachers were employed, except as he objects to the Superintendent and the music-teacher, and we are sure the above average is small enough to suit an icicle.

The Superintendent comments thus on teachers for primary schools: "The primary schools are really the base of the whole system of graded schools. The rule of the Board requiring as good qualifications for primary as for grammar school teachers is perfectly right. It is even more difficult to obtain those every way competent to take charge of and to interest and instruct the small children than it is to find those who will answer as recitation teachers in schools for the higher grades. It undoubtedly requires peculiar natural gifts to form a perfect teacher in any grade; but those who have no love for the calling, who are sufficiently educated, are endowed with the ordinary ability to communicate information, and conscientiously endeavor to discharge their duty, may succeed pretty well in conducting the recitations of the older pupils, who learn lessons from their books, and who have sufficient maturity of mind to comprehend readily the explanations given them by their instructor of those matters in their studies which they did not understand without such aid. Not so, however, with the primary teacher: with a mind expanded and enlightened by all the knowledge required by the advanced grades, there is needed an abiding patience, an aptness to teach, a peculiar ability to understand the young mind and the difficulties under which it labors in acquiring knowledge, and, with all the rest, a love of children, and a heartfelt pleasure in witnessing their advancement under his instruction, without which none can become good instructors of primary schools. When the Board obtain such persons, it is but just that their pay should be at least as high as in corresponding situations in the advanced schools."

Mr. Gale speaks wisely on the subject of requiring too much of little children, especially of requiring absolute stillness in the school-room. A genuine Herodian massacre of the innocents is carried on under the name of 'keeping order' in our schools for little folks. Here is another popular method of slaughter: "Three of our school-houses have been built with basements. In these basements have been placed the smallest children; so that the poorest ventilated, poorest lighted, the dampest, and consequently most unhealthy rooms, are appropriated to the use of those who are most likely to be affected injuriously by the bad accommodations. These basements ought not to be used as school-rooms at all. They would do very well for calisthenic or gymnastic exercises in inclement weather."

Mr. Gale refers to another great and universal evil, in the closing part of the following extract: "I should strongly advise the introduction of the study of some elementary history in the intermediate schools. This would tend to keep back

the children from the grammar-school studies until they had arrived at an age when the mind had, in its natural growth, become better able to comprehend them. There is a difficulty in this respect, which those who have not taught or frequently visited schools can not well appreciate. The young mind memorizes easily, but has not the reasoning powers of the more adult."

The comment which nature makes upon our haste appears in the next page, where he says, "One great difficulty in teaching, which our teachers well comprehend and endeavor to overcome, is to learn the pupil to think for himself. Most pupils, unless prevented, will lean upon their teacher, learn by rote, and obtain but little of that mental training which strengthens the reasoning powers and expands the mind."

This is from his remarks upon the Grammar Schools. Now notice in our table above that the average age of pupils in the grammar schools is only thirteen and a half years. Can pupils of such an age appreciate the philosophical analysis of language which is attempted in grammar? We do not ask if they can be made to parse glibly, for that is a most superficial work: but can they understand the real relations and meanings of the terms with which they deal? We say no! and again, no! This forcing philosophical sausage-meat upon tender stomachs is productive of a vast amount of intellectual dyspepsia. We wish that all school-officers could see it even more strongly than Judge Gale seems to, and say it until it is universally believed, and acted on.

HENRY COUNTY INSTITUTE.—This Institute met at Geneseo, on Monday evening, October 24th, and was opened with a lecture from its efficient President, Rev. S. G. Wright, of Galva.

Tuesday evening Prof. Goff, of Henry, lectured: Wednesday evening Prof. Ebberhart, of Chicago; also, a short address by Hon. N. W. Edwards: on Thursday evening Prof. Wilber, and on Friday evening Prof. Hovey, of Bloomington.

The drill exercises were conducted principally by Mr. Bradford, of Kewanee; Mr. Etter, of Galva; Mr. Alvord, of Geneseo; and Mr. Clark, of Saxon.

Essays were read by Miss Stocking, Miss E. M. Wright, and Miss M. L. Ford, of Galva; and Miss L. C. Ford, of Kewanee.

The following officers were elected for the ensuing year: President, Rev. Samuel G. Wright, of Galva; Vice-Presidents, A. A. Dunn, Cambridge, Rev. H. P. Foskett, Kewanee, Rev. M. N. Miles, Geneseo, H. B. Ferguson, Annawan; Secretary, Levi B. Raymond, Saxon; Treasurer, S. M. Etter, Galva; Executive Committee, G. G. Alvord, Geneseo, R. C. Raymond, Cambridge, D. T. Bradford, Kewanee.

The Institute numbers over eighty members, and its prospects are good for future usefulness.

The citizens of Geneseo entertained the members of the Institute in a most hospitable manner.

Adjourned subject to call of Executive Committee. S. G. WRIGHT, President.

LEVI B. RAYMOND, Secretary.

[The above proceedings were delayed in transmission to the *Teacher*, without fault of the Secretary.]

EFFINGHAM COUNTY held its second Institute at Ewington during the Christmas holidays. We have not yet the report of the proceedings.

ROCK ISLAND COUNTY. — The associated Teachers' Institute held its third session at the Buffalo Prairie School-house, Jan. 7th. The attendance was small, owing to the weather; but those present spent the day in the usual exercises, led by Messrs. Neville, Swisher, Sorter, and Clark, and seem to have enjoyed their meeting much.

SCHOOL COMMISSIONERS' VISITS. — We notice in late papers of Carroll, Tazewell and Livingston counties reports by School Commissioners of their visits to schools. Can not this plan be carried out in every county in the State? If honestly done the people would know something of 'where the money goes' that is paid for school-tax. Some of the Commissioners criticise pretty sharply: the teachers are occasionally censured, but oftener things are spoken of for remedying which an appeal must be made to the directors and the people.

HENRY M. BUSH. — This gentleman, lately Principal of the Marengo Public School, has taken charge of the Public School on the North Side at Belvidere. The Editor of the *Boone County Independent* says of him: "We have known Mr. Bush a long time, and can indorse him as a MAN and a highly successful teacher."

PRESIDENT BLANCHARD. — The (N. Y.) *Independent* states that President Blanchard has become President of a Congregationalist College at Wheaton, Illinois: our neighbor, the *N. W. Home and School Journal*, which ought to know best, says he has accepted the Presidency of the Congregational College at Dubuque.

ADAMS CO. — The condition of schools in this part of the State is by no means equal to that in the more northern counties, yet there seems to be a new impulse given to the cause of common-school education in Adams county of late, which deserves a passing notice. Through the energy of a few teachers, a meeting was called in March last for the purpose of forming a County Teachers' Association. A. W. Blakesley, then County Commissioner, promptly aided in the movement, and by a few in number a constitution was adopted. Wm. M. Baker, of Quincy, was elected President, and Joseph Hoxie Secretary. The first regular session was held in May, at Quincy. The exercises were highly creditable, and instructive. The clergy of the place entered spiritedly into the discussions, among which, the old subject of corporal punishment, the best method of securing punctual attendance, and the propriety of obtaining columns in the county papers for educational articles, claimed the principal attention. Lectures were given by Mr. Baker upon the Influence of a Teacher's Intellectual Habits upon the Pupil, and by J. G. Marchant upon Primary Instruction. Among others, the following resolutions were adopted:

(1.) That the first requisite of good government in the school-room is *self-government*.

(2.) That we, as teachers, will use our influence to secure a uniformity of text-books in the county.

(3.) That every school-room should be furnished with Outline Maps, Webster's Dictionary, and a Chart of Elementary Sounds.

(4.) That we deem it the duty of parents to visit frequently the schools of their respective districts.

The next meeting was held the 29th of September, and continued three days. Lectures were given by Rev. I. G. King, Rev. L. Billings, Rev. Dr. Warren, and D. Jenkins, and Essays read by Miss Mary Osborn, upon Teaching as it Was, and Should be, and by George Long, upon Primary Reading. The following resolutions were passed :

(1.) That we regard the formation of Teachers' Institutes and Associations as efficient means for elevating the profession, and the proper way of bringing important subjects connected with schools before the people.

(2.) That corporal and humiliating punishment should not be employed in the school-room unless all other means have failed.

(3.) That more attention should be given to the proper ventilation of the school-room, and that no pains should be spared to render it attractive.

(4.) That a committee of five be appointed to report at next meeting of the Association on the best text-books for public schools, in order to secure uniformity in the county.

Messrs. Marchant, Long, Bruce, Judd, and Griswold, were appointed said committee.

(5.) That an Examining Committee of three be appointed to examine the teachers who shall hereafter present themselves for admission to the Association, and that said committee make, if possible, an arrangement with the County School Commissioner whereby certificate of membership in the society after such examination shall be deemed a sufficient certificate of qualification to teach in the public schools of the county.

Messrs. Marchant, Jenkins, and Hoxie, were appointed said committee.

The following officers were elected for the year :

President, Wm. M. Baker ; Vice-President, A. W. Blakesley ; Secretary, B. G. Bruce ; Treasurer, George Long ; Executive Committee, J. G. Marchant, D. Jenkins, J. Hoxie.

The next meeting will be in April.

LIST OF MALE MEMBERS OF THE STATE TEACHERS' ASSOCIATION AT OTTAWA.—The list is obtained from the Treasurer, and includes none who did not pay the fee, as none others were properly members.

C. E. Hovey, Ira Moore, L. H. Potter, G. Thayer, Ira J. Bloomfield, E. C. Hewett, *Bloomington* ; P. P. Heywood, J. H. Parrington, H. F. Kingsbury, *Aurora* ; Simeon Wright, J. F. Eberhart, W. Woodard, George Sherwood, W. H. Wells, C. T. Chase, E. C. Delano, G. W. Dow, C. M. Cady, D. Holbrook, John H. Rolfe, Alvin

Robinson, *Chicago*; Isaac Stone, Wm. R. Milligan, W. S. Kelly, Elias P. Read, Wells Wait, Thomas H. Clark, *Ottawa*; A. W. Bull, Maurice O'Connor, S. F. Waldo, *Lasalle*; G. B. Johnson, J. H. Blodgett, L. B. Rex, *Mendota*; J. G. Marchant, Wm. M. Baker, Joseph Hoxie, *Quincy*; A. H. Fitch, *Peoria*; M. R. Kelly, John Phinney, W. W. Davis, *Whiteside county*; L. A. Willard, *Pekin*; D. T. Bradford, *Kewanee*; G. G. Alvord, E. G. Paul, *Geneseo*; W. H. Haskell, *Canton*; S. M. Etter, *Galva*; T. F. Willis, *Richview*; J. B. Parker, *Carbondale*; D. A. Wallace, *Monmouth*; J. Higby, *Newark*; D. Higgins, *Genoa*; A. G. S. Allis, *Joliet*; A. M. Gow, Wm. Smith Wood, *Dixon*; J. V. N. Standish, F. W. Livingston, *Galesburg*; B. G. Roots, *Tamaroa*; Wm. Chamberlin, *Griggsville*; P. Atkinson, Jul. Briesen, *Blue Island*; B. M. Reynolds, E. D. Sweeney, *Rock Island*; S. M. Cutcheon, *Springfield*; W. S. Pope, *Mt. Morris*; H. M. Bush, *Marengo*; S. A. Briggs, *Atlanta*; Charles Robinson, James H. Smith, *Princeton*; Grove Wright, *Sterling*; N. Woodworth, *Warren*; S. M. Heslet, R. Nixon, *Earl*; M. T. Hutchinson, *McHenry*; Peter Nickel, *Ahlison*; W. R. Belding, *Bristol*; J. W. Powell, *Wheaton*; Levi B. Raymond, *Saron*; E. C. Conant, *Havana*; James DeWolf, *Elkhorn Grove*; James Snedaker, O. Sawyer, C. H. Crandell, *Tonica*; P. D. Hammond, *Danville*; Wm. R. Adams, *Carlinville*; P. E. Fox, *Belvidere*; D. G. Watts, *Peru*; H. Potter, *Somonauk*; J. S. Snyder, *Bushnell*; George Hicks, *Galena*; John Gore, M. L. Stephenson, *Magnolia*; C. A. Wall, *Amboy*; T. O. Hopkins, *Freeport*; S. C. Hayes, *Mt. Carroll*; T. B. Hayslip, *Jacksonville*; N. E. Worthington, *Brimfield*; C. M. Hardy, Francis Hanford, Elmer Baldwin, L. S. Hand, L. N. Judd, Amend Eberhart, John W. Shurtz, Wm. Cogswell, George E. Smith, DeWitt Phelps, *residences not ascertained*. Total, 106.

NOTICES OF BOOKS.

HITCHCOCK'S ANATOMY AND PHYSIOLOGY. Elementary Anatomy and Physiology, for Colleges, Academies, and other schools. By Edward Hitchcock, D.D., LL.D., of Amherst College, and Edward Hitchcock, jr., M.D. S. C. Griggs & Co., Chicago. 12mo., pp. 441. \$1.00.

This work differs from the common text-books on the same subject in the introduction of more microscopic anatomy than is usual, as it embodies some of the results of latest investigations; second, in the comparative anatomy and physiology which is presented, and which is a very interesting adjunct to the anthropological part of the general subject; and third, in the suggestions of natural theology, or the application of these sciences to religious topics. It is liberally illustrated (373 cuts), and furnished with an index.

Speaking with the advantage of a professional knowledge of the subject, we

say that we recommend the book *very strongly*. This branch of study is important, more important than a large share of what is actually studied in our grammar and high schools; the book is excellent; and its price is low. What more need we say? If you will but get the book it will commend itself to you.

SANDERS'S ANALYSIS OF ENGLISH WORDS: designed for the Higher Classes in Schools and Academies. Ivison, Plinney & Co., New York; S. C. Griggs & Co., Chicago. 12mo., pp. 240. 50 cents.

The general plan of the work is the same as that of Dr. McElligott's works for the same purpose issued fifteen years ago; but there are several improvements, the principal of which is that the compound words when constructed are spelt out at length and defined, to avoid error on the part of the student in case of unfamiliar words. The arrangement is very good, making the work full, comprehensive, and easy to use. Teachers who have occasion for such a work will not fail to be pleased with it, and such a study should be more extensively introduced. Even a little training in derivations saves much turning of the dictionary.

BIBLE STORIES IN BIBLE LANGUAGE. D. Appleton & Co., New York: sold by S. C. Griggs & Co., Chicago.

A beautiful juvenile, on fine tinted paper, with many illustrations, telling the old stories that are always new in the very words of our common version. The holidays are past; but this will never be out of place as a present to a good boy or girl, or as a memento to your favorite nephew, niece, or grandchild.

GREAT FACTS: a Popular History and Description of the most remarkable Inventions during the present century. By Frederic C. Bakewell. D. Appleton & Co., New York: sold by S. C. Griggs & Co., Chicago. 12mo., pp. 307, with many illustrations. \$1.00.

Table of Contents.—The Progress of Invention; Steam Navigation; Steam Carriages and Railways; The Air [or Caloric] Engine; Photography; Dissolving Views; Electro-Metallurgy; Gas-lighting; Paper-making Machinery; The Kaleidoscope; The Magic Disc; The Diorama; The Stereoscope; The Electric Telegraph; Electro-Magnetic Clocks; The Electric Light; Instantaneous Lights; Printing Machines; Lithography; Aërated Waters; Revolvers and Minie Rifles; Centrifugal Pumps; Tubular Bridges; Self-acting Engines.

Who does not want to know about those things? and where but in this book can you look for so much information about them? We hope that thousands of them may be sold in Illinois.

We have from Messrs. S. C. Griggs & Co. Robinson's New Elementary Algebra, and Robinson's University Algebra, 27th and revised edition; from Prof. Barton, Barton's Easy Lessons in English Grammar: all of which will be noticed hereafter.

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No. 3.

THE TEACHER'S FIELD OF LABOR.*

A TEACHER has been defined to be one who imparts knowledge, informs, instructs; but, to be able to impart the knowledge of the text-book is a small part of the teacher's mission. To preside over that moral castle, the school-house, requires a combination of qualities not inferior to those possessed by him who fills that most sacred and responsible position, the minister of the gospel.

Many have entered the teacher's field of labor without an adequate idea of the responsibilities they were assuming, or the consequences that might result from an injudicious course of procedure. The teacher has it in his power so to mould the mind of his pupil that he *may* become the most *eminent* of his race, or he may sink him to the level of the brute. Many of our great men can trace their first aspirations after the goal they have finally won to the influence of a faithful teacher. On the other hand, many a criminal can, no doubt, trace his dark career of crime to a want of that moral training which he should have received from him who aspired to fill the office of teacher. Impressions made on the minds of children are not easily effaced, and if they are not of a decided moral nature, who will dare predict the result?

"Scratch the green rind of a sapling, or wantonly twist it in the soil,
The scarred and crooked oak will tell of thee for centuries to come;
Even so mayest thou guide the mind to good, or lead it to the marrings of evil,
For disposition is builded up by the fashioning of first impressions."

The teacher who is faithful to his trust will ever incite in the minds of his pupils a love for intellectual improvement — not to pro-

* An Essay read before the State Teachers' Association at Ottawa. By Miss C. M. GREGORY, Associate Principal of Mt. Carroll Seminary.

mote selfish ends, but to accomplish the great object of education, namely: 'to develop all the faculties of the human mind to the utmost extent of which they are capable in this life'.

Permit me to enumerate a few of the qualifications that a teacher must possess in order to accomplish this great and glorious work. To do this effectually a teacher must possess the happy faculty of communicating truths in a clear, forcible and attractive manner, as this can not fail to awaken thought in the mind of the pupil. He must possess adaptability: a want of this essential quality is the hidden cause of failure in many teachers. He must be 'apt to teach', and possess the spirit of the teacher, if he hopes to be successful. He must be faithful to himself: no person ever thinks of becoming eminent in any profession without continued and laborious effort. The common mechanic must serve his apprenticeship, must 'learn his trade'; but to become a teacher many think needs no previous preparation. Persons will work on their farms, or in their shops, as long as business prospers or health remains, and then resort to teaching because it pays better. They think not of the young and tender mind with which they are to come in contact, to influence, to direct. Such teachers are an imposition on the name, the profession of teaching; and the imposition practiced on the mind of the pupil can hardly be imagined. The teacher must be careful of his example: it is contagious. If he acts from deep-settled principle, from a proper sense of the obligations he owes his Maker, from whom all knowledge emanates, he can, with a humble reliance on him for direction, be able so to mould the plastic mind that its possessor may resist the many temptations that beset the slippery paths of youth. Need the Sabbath-breaker, the profane, the tobacco-chewer, flatter themselves that they can indulge in such habits and their pupils escape the deleterious influence? Nay, verily: their example teaches, and they alone are responsible for the instruction.

The teacher must be earnest, energetic, and enthusiastic. He must enter with spirit upon his labors as teacher, and he will inspire the same in the minds of his pupils. He must teach his pupils to think for themselves. It is an arduous task, but the mind can be disciplined and strengthened in no other way. Indulgent parents will censure and annoy him in many ways, but he must be faithful to their children.

The teacher must be thorough in whatever he attempts to teach. A faithful teacher will not permit a pupil to rest satisfied with knowing how a thing is done, but will teach him the reason why. He will teach principles, rather than arbitrary rules. A child should not be taught that a problem is solved thus and so because the *rule* says so, but he should be led on step by step till he is able to grasp the reason

why. It is no uncommon occurrence to find pupils who have 'ciphered through the book', to use their own expression, yet are unable to explain the simplest principle in numbers: they have never thought there could be a reason given.

I well remember teaching Practical Arithmetic to a class of young ladies and gentlemen. Among the number was a gentleman who had been a teacher for several years, but entered the class to review some of the more difficult portions. The lesson to which I refer was in Cube Root. He stepped to the board and extracted the required root of the given number without difficulty, then looked around with a great deal of self-complacency on his, apparently, more tardy neighbors, who were applying the principles to neatly-executed diagrams on the board as they proceeded, preparatory to an explanation on the Cubical Blocks. When all were ready to listen, he told us accurately how he had obtained the given result, following the rule to the letter. I handed him the blocks, and asked him for an explanation, and an application of the principle, or, in other words, the reason *why*. He looked first at the blocks and then at me in unfeigned astonishment. "Why," said he, "I never knew there was a reason for it."

I have said, the teacher must be thorough in whatever he attempts to teach: it is absolutely necessary in the elementary branches. If pupils are not taught to read and spell correctly when they are children they never will become good readers and spellers. This may seem a bold assertion, but it is my experience in teaching older pupils. The teacher must endeavor to keep up with the times; must read the many works that are being issued by those of more extended observation and experience than himself. They may suggest new modes of illustrating and presenting truth, and throw much light on otherwise dark and intricate subjects. He must examine text-books of recent publication; must gather information from every source possible. The collection of books known as the 'Teacher's Library' should be in the hands of every teacher who would become eminent in his profession. It is impossible for a teacher to read attentively one paragraph of 'Page's Theory and Practice of Teaching', for example, without having his whole soul stirred within him, his zeal in the cause of education increased: and this, carried to the school-room, will rouse the zeal of his pupils; mind will be awakened, and all will move harmoniously onward up the pleasant pathway of knowledge, till teaching will become a sacred pleasure instead of a tedious routine of half-performed duties.

The teachers of our public schools have, at present, an arduous task to perform; but when the 'glorious Graded System' is once understood, adopted, and appreciated, their labors will be comparatively

light. This 'Union-School movement', as it is called in some localities, is not calculated to break down our seminaries and other private schools, as many seem to think; but, if considered in its true light, it is a powerful auxiliary. We are even now beginning to feel its beneficial effects. We are no longer under the necessity of sustaining our primary and preparatory departments, but open our doors to those who desire still greater attainments in science and literature. Our teachers, also, must be educated. One institution in the State can not accommodate all; and till a Normal School shall be established in every county our seminaries must supply the deficiency. No system of education, however valuable in itself, can be made efficacious without well-trained teachers to carry it out. Then why should our public schools and seminaries be longer considered as antagonistic, when each sustains the other?

It is lamentable that parents are so little interested in the *manner* in which their children are taught. How few of them ever visit the school-room, and thus manifest an interest in the moral and intellectual welfare of their offspring. In a recent visit to my native State I was astonished to find, in the localities I visited, a growing apathy in regard to public-school instruction. I had ever cherished with pride her noble efforts in establishing her schools on a firm and broad basis, and I had even boasted of her interest in the cause of education, which was nearly allied to enthusiasm. But, fellow teachers, I turned with still greater pride to my adopted State, Illinois. When I contemplated *her* noble efforts in establishing *her* State Normal School, and the manifest improvement in her school system during the few years I had labored within her limits, I could but rejoice that I had the honor of being numbered among those who were laboring for the educational welfare of her children.

Many teachers ridicule the system of Normal-School instruction, and deride Normal peculiarities; but I am proud of being a Normal. Would that Normal peculiarities were found in every school in the land. The teachers of our country have it in their power to wield the future destinies of this nation; for among the number intrusted to our care must spring those who will yet stand at the head of this republic; who will fill our legislative halls, our pulpits, the bar, our editorial chairs; also, those who will exert that quiet home-influence without which all society is a mere name, a blank.

Then, fellow teachers, are we not engaged in a great and glorious work? Let us strive nobly to make ourselves worthy of the profession we have chosen. This Association must be productive of much good to all. We will return to our duties with an increased interest in the cause of education, and a livelier sense of the responsibility of the

teacher's position. We will be encouraged to persevere amid the dark and perhaps trying circumstances that may surround us, and be cheered by the thought that others are toiling in the same great field of labor, aiming to accomplish the same great and glorious object.

But what is the reward of the teacher? A few are complaining of low salaries, and make dollars and cents their reward. Others, more worthy, are being appreciated, and receive a fair compensation. But a teacher of this latter class does not look on his salary as his only reward: as he watches the unfolding of mind, the expanding of the intellect, and sees its inward working as it is developed in the beaming countenance of the child, is he not more than repaid for the toil he has endured? But his greatest happiness arises from the consciousness of doing good, of being a co-worker with him who, when on earth, knew not where to lay his head.

The office of the teacher is peculiar. The immortal mind is his field of labor, and he is preparing its possessor to step out into the great arena of life, to fulfill the high commission assigned by its great Author, God.

THEATRICAL SCHOOL EXHIBITIONS.

It is an old custom to have an exhibition at the close of the school. The exercises on these occasions, as all are aware, generally consist of declamations, original or selected, dialogues, and compositions; the whole enlivened by music, either by the pupils themselves or by a band engaged for the purpose. Latterly, however, a new feature has crept into the programme. Theatrical performances have been introduced. By theatrical performances we mean those involving numerous *dramatis personæ* in one piece, change of scenes, stage or scenic decorations and appurtenances, and, in general, such personations of character or such representations of life as are calculated rather to dazzle the eyes and tickle the fancy of a promiscuous audience than to elevate the mind or convey a true idea of the real capacity of the performers. The main object of these displays seems to be the momentary gratification of the spectators; and in this, it must be confessed, they are completely successful. Of all those who are so loud in their praises of youthful successors of Garrick and Mrs. Siddons, how few give to the affair in all its bearings the consideration which it deserves. Proper reflection might give a different tone to their expressions.

There are some, however, we do not deny, who are inclined, even on sober consideration, to look with favor on these nurslings of the drama.

They allege, among their leading reasons, the following: *The children are pleased.* The young, it is argued, are fond of novelty and enjoyment, and these periodical entertainments are appreciated with the utmost zest by the ardent heart of childhood — forming, as they do, such an entire variation to all the tedious monotony of customary speaking or dialogue. Admitting, however, that the natural tendency of the childish disposition to change should be recognized, and that to please is a preparatory step to all successful instruction, yet should we allow our regard for the real permanent welfare of the scholar to be compromised by a desire for his transient gratification? Does a mother give a vial of poison to her babe, even though it cry for the sparkling fluid? Would a father look complacently on his boy playing with gunpowder because he likes to see the flash?

They say, again, *The parents are pleased.* They are elated at the histrionic genius displayed by their offspring, and are encouraged to think that after all they are making progress, if not in some directions, at least in others. We reply, the pleasure of the parents should, under proper limitations, at all times be duly regarded; for, unless their sympathies are with the teacher his labors will not realize his anticipations. But, with all deference to parental satisfaction, should a teacher aim to secure it by the sacrifice of what is more valuable, the real good of his child? Is it not preferable for him to discountenance these scenic attempts and then feel satisfied in the conscientious discharge of duty, even though the delight of the parents be not awakened, than to win their gracious applause by encouraging what is certainly of questionable propriety?

It is further argued in defense of the Roscian efforts, *They inspire confidence.* But, as this is an advantage gained equally well by common exhibitions, those of a theatrical nature deserve no favor on this account. If John aspires to harangue senates, or Susan Woman's-Rights meetings, the delivery of a declamation by the one, or an essay by the other, will probably go as far toward furnishing either with freedom as the unnatural mouthing of a long part in a play. Besides, hath it been the experience of teachers to discover a dangerous deficiency of self-assurance in our smaller or larger towns — so much so, at least, as to render vigorous action necessary to supply it?

The last argument worthy of notice is, that *The personation of character gives youth a happy faculty of imitation.* Well, it must be admitted, it is very convenient some times to mimic the voice or gestures of another, and that those persons who have the gift are able to make themselves quite popular and agreeable. But unless there is an

innate tendency to buffoonery, mere participation in a few plays will not do much toward securing a proficiency in that way. Clowns, like poets, are born, not made. Dan Rice can never be made by the study of Dan Rice. But who hath come upon the wonderful discovery that the children of our schools are really wanting in that ingenious power of assuming divers parts at will? We have always labored under the idea that the monkey element developed fast enough in children in the ordinary course of nature, without resorting to foreign means to hasten that development. Theatrical performances are continually taking place in many of the schools on a small scale: wherefore consume an extra evening in witnessing them on a larger? Why, it is the great object of good government—and this is just one-half of the teacher's profession—to invent means to repress those outbursts of youthful comedy, rather than to seek new methods of increasing them.

Having disposed of the arguments usually offered in favor of these scenic parades, we shall proceed to argue a few objections whose positive strength, in our opinion, admits of no modification.

They take too much time from the teacher. A respectable drama, or collection of minor dramas, can not be tolerably performed, it must be conceded, under three or four weeks' preparation. Several nights in a week must be devoted to rehearsals, over which the teacher should necessarily preside. Now, even if these stage operations were of acknowledged utility, we should here raise the question whether the instructor is morally right in encroaching on the leisure due the scholars and himself by extending the hours of application beyond the six required as well by the dictates of health as by the demands of custom. How much more, then, may we raise our voice against a practice that asks the appropriation of long, precious evenings to what is at best of very questionable advantage. The teacher who is faithful in his labors during the day is surely entitled to the respite afforded by night for the recreation and improvement of body and mind.

They take too much time from the scholar. Granting, again, that the buskin should form a part of common education, should the regular exercises of the school be disturbed for that purpose? And yet, who will deny that this is generally the case. Any one at all acquainted with the nature of the childish mind will readily perceive that the long-continued exertion necessary to the committal of one or more parts, the feeling of anxiety to appear well, together with the ever-present anticipations of the approaching event, must inevitably interfere in no inconsiderable degree with the tedious affair of ordinary recitation. Their hearts are set on nobler things. The day is near at hand when their hidden genius is to astonish delighted parents, illuminate the

world with its coruscations, and encircle their precious heads with a radiant orb of glory. Expect them to plod patiently along the track of elementary vulgar study? No: a career of undying honor awaits them on the boards.

The pieces are often of such a nature as to exert a debasing influence. Even did they in every instance inculcate strict morality, the inquiry might be made whether the same result could not be more successfully attained through the quiet power of daily Christian discipline than by the spasmodic lessons of virtue imparted in a single night. But this can not be said. It is not made an essential consideration in a play that it set forth in glowing colors the beauty of a noble life or the deformity of a vicious one, but that it please the people; and what affords more gratification to a large portion of a promiscuous town audience than a dramatized love episode from a novel, highly-drawn delineations of rowdy or street life, coarse allusions, vulgar witticisms, and, in general, the use of all those actions, phrases, or representations, that are rightly supposed to find favor with an ignorant and depraved taste? A scene from Addison's Cato, though managed by a juvenile Forrest, would meet with a very cool reception; while a farce like Paddy from Cork would draw crowded houses for a week. The inference is plain. As such of these performances as are likely to excite admiration must, to a certain extent, appeal to a degraded sentiment, can young persons, with hearts so easily susceptible, take part without danger of catching some of their pernicious spirit?

Lastly, *They fall short of the real object of an exhibition.* If the aim of these school entertainments be the passing pleasure of the spectator, irrespective of any thing else, they certainly oft-times succeed to a charm. Our idea, however, of a true academic exhibition is one that may afford some indication of the scholastic ability of the pupils. A good declamation, for instance, will discover their faculty of appropriating the emotions and arguments of a great orator; an original speech, their logical skill in presenting the thoughts of their own minds; an essay, their facility in the graces of composition. But what intellectual prowess is made apparent in these comic demonstrations, other than very promising attempts toward realizing the popular conception of Punch and Judy? Our higher seminaries and colleges refuse to make pantomimes a test of scholarly merit; they believe that essays and orations will allow ordinary students ample opportunity to display all the proficiency of which they are capable. Indeed, exhibitions which are made to depend for their attraction on theatrical novelties, to the neglect of original productions, incline one to suspect that want of real capacity is endeavoring to hide under an extravagance of show.

W. W. D.

THE REWARD OF FIDELITY.

“HONOR and shame from no condition rise”:

The wealthy may be poor in all save wealth;
The poor be heir to mansions in the skies.

See yonder school-boy plodding through the woods:
His books — his only treasure — closely grasped;
They to his heart more dear than all the goods
Earth’s misers cherish, or their hands have clasped.

Onward he hastens, oft with upturned eye
And steadfast gaze. Though rude his cottage home,
And parents all unversed in earthly lore,
Through heavenly fields his thought has learned to roam,
And Nature is to him an open door,
Through which he’ll enter to the halls of Fame.

He looks ‘through Nature up to Nature’s God’,
And draws some lesson from the meanest sod;
Looks with sweet reverence on a bird or fly,
But saddens that they only live to die;
Thinks of his own immortal soul within,
And prays — “O Father, keep my life from sin:
Make me submissive to thy holy will,
With holy love my inner spirit fill;
And may the plaudit ‘Thou’st thy part done well’,
‘Enter my rest’, at last my bosom swell.”

Now at the school his seat he softly takes,
His teacher’s zeal his ardent thought awakes;
His teacher’s kindness he most fondly prizes,
And soon his mind to higher level rises —
Follows with Cæsar through the streets of Rome,
And with the peasant Swiss sings ‘Home, sweet Home’;
Climbs to St. Bernard with the monk most pious,
And takes a friendly meal — how strange! — with friars.

Thoughts of the REFORMATION fill his mind,
The sweet Melancthon — and of Luther kind;
Sees Luther climb the stair on bended knees,
Quickly to rise with sacred truth well pleased.
“The just shall live by faith; no more I’ll try
To save myself from sin of deepest dye:

JESUS has borne our guilt; *he will save me* :
 He bore our sorrows on th' accurséd tree."
 When forth to Rome he went, he thought to find
 A priesthood holy, and the saint refined;
 But shrunk with horror back to find it true
 That when on *fast* days meats were marked 'taboo'
 To the poor monk, the nun, and all the faithful,
 The priests could revel in the midst of Rome,
 From Pilate's staircase to St. Peter's dome.
 But yet thought he, "My church is still the right;
 I'll try to mend her *ways*, not 'gainst her fight."
 He *nobly* strove — though one against a nation,—
 But held the error *Transubstantiation*.
 This, only this, between him and his friend:
 They did *all else* alike with zeal defend.

Reluctantly our student wends his way
 To where the Hecla burns and geysers play;
 But finds e'en *there* some good to fill his mind —
 The children happy, and the sire as kind.
 With bounding pulse, he leaps across to Asia:
 How little dreamed he *once* of such a pleasure.
 He sees the heavens which glow with pendent fire,
 Hears the muezzin's voice from St. Sophia —
 " 'Allah il Allah', God is God alone:
 Our sin and guilt let each of us bemoan."
 Prostrate they fall, and pray, both *one* and *all*,
 Nor notice other, but on Allah call.
 He marks how prompt they are in their devotion,
 And, musing, thinks the love divine an ocean,
 And dares to hope that in the Lord's great day
 The Moslem's soul shall not be cast away,
 But, Abram's prayer for Ishmael still in mind,
 That Abram Ishmael's son in Heaven shall find.
 Not only does the Moslem claim his view,
 But horned Druse woman, and the sorrowing Jew.

But time waits never: he secures a fan,
 And hurries on to sultry Hindostan.
 He 'd found wrongs elsewhere — wrongs he 'd never sought:
 What were all *minor* wrongs to *Juggernaut*?
 Crushed by those ponderous wheels, the victim groaned;
 From the dark soil his blood for vengeance moaned.
 "Our brothers have the words of truth and love,

Sent from 'I Am', who reigns in Heaven above:
 Why 've they not sent that word to us *before*,
 That we might learn to love him and adore?
 Then we to sin had ne'er been such a prey,
 But heard his voice while it was called *to-day*."
 Their piteous cry subdues his heart,
 And stirs his spirit from his home to part,
 To scatter wide the Truth's most precious leaven,
 To lead benighted pagans home to Heaven.

Years quickly pass: his work is all done well,
 And Heaven's high arches with his praises swell.
 His *mother* taught his infant lips to *pray*,
 Nor was his youthful footstep left to stray,
 Without a guide, from wisdom's path away;
 And many a friend he now doth meet in Glory,
 To whom he *first* did tell *Redemption's* story.

Eastern Massachusetts, 1860.

M.

S A V A N N A H - L A - M A R .

BY DE QUINCEY.

[The following extract from the *Suspiria de Profundis* of De Quincey is chosen as an illustration of his style. It needs a little explanation. The 'Dark Interpreter' is a personage that seemed to accompany him in his dreams as a second self, bearing an indefinable sympathetic relation to the primary self, yet often, as in this sketch, seeming to be an instructor, and to present as an exterior discourse the thoughts of the dreamer. The introduction of the illustration by the clepsydra, which interrupts the flow of emotion and the flight of imagination with a sudden barrier of intellectual exercise and of metaphysical subtlety, is characteristic of De Quincey, and exemplifies the irregularity of his movements.—EDITOR.]

GOD smote Savannah-la-Mar, and in one night, by earthquake, removed her, with all her towers standing and population sleeping, from the steadfast foundations of the shore to the coral floors of ocean. And God said, "Pompeii did I bury and conceal from men through seventeen centuries; this city I will bury but not conceal. She shall be a monument to men of my mysterious anger, set in azure light through generations to come; for I will enshrine her in a crystal dome of my tropic seas." This city, therefore, like a mighty galleon with

all her apparel mounted, streamers flying, and tackling perfect, seems floating along the noiseless depths of ocean; and oftentimes in glassy calms, through the translucid atmosphere of water that now stretches like an air-woven awning above the silent encampment, mariners from every clime look down into her courts and terraces, count her gates and number the spires of her churches. She is one ample cemetery, and *has* been for many a year; but in the mighty calms that brood for weeks over tropic latitudes she fascinates the eye with a Fata-Morgana revelation, as of human life still subsisting in submarine asylums, sacred from the storms that torment our upper air.

Thither, lured by the loveliness of cerulean depths, by the peace of human dwellings privileged from molestation, by the gleam of marble altars sleeping in everlasting sanctity, oftentimes in dreams did I and the Dark Interpreter cleave the watery veil that divided us from her streets. We looked into the belfries where the pendulous bells were waiting in vain for the summons which should awaken their marriage peals; together we touched the mighty organ-keys that sang no *jubilates* for the ear of Heaven, that sang no requiems for the ear of human sorrow; together we searched the silent nurseries where the children were all asleep, and *had* been asleep for five generations. "They are waiting for the Heavenly dawn," whispered the Interpreter to himself; "and, when *that* comes, the bells and the organs will utter a *jubilate* repeated by the echoes of Paradise." Then, turning to me, he said, "This is sad, this is piteous; but less would not have sufficed for the purpose of God. Look here. Put into a Roman clepsydra one hundred drops of water; let these run out as the sands in an hour-glass, every drop measuring the hundredth part of a second, so that each shall represent but the three-hundred-and-sixty-thousandth part of an hour. Now count the drops as they race along; and, when the fiftieth of the hundred is passing, behold! forty-nine are not, because already they have perished; and fifty are not, because they are yet to come. You see, therefore, how narrow, how incalculably narrow, is the true and actual present. Of that time which we call the present, hardly a hundredth part but belongs either to a past which has fled, or a future which is still on the wing. It has perished, or it is not born. It was, or it is not.

"Yet even this approximation to the truth is *infinitely* false. For again subdivide that solitary drop, which only was found to represent the present, into a lower series of similar fractions, and the actual present which you arrest measures now but the thirty-six-millionth of an hour; and so, by infinite declensions, the true and very present, in which only we live and enjoy, will vanish into a mote of a mote, distinguishable only by a heavenly vision. Therefore the present, which

only man possesses, offers less capacity for his footing than the slender film that ever spider twisted from her womb. Therefore, also, even this incalculable shadow from the narrowest pencil of moonlight is more transitory than geometry can measure, or thought of angel can overtake. The time which *is* contracts into a mathematic point; and even that point perishes a thousand times before we can utter its birth. All is finite in the present: and even that finite is infinite in its velocity of flight towards death. But in God there is nothing finite; but in God there is nothing transitory; but in God there *can* be nothing that tends to death. Therefore it follows that for God there can be no present. The future is the present of God; and to the future it is that he sacrifices the human present. Therefore it is that he works by earthquake. Therefore it is that he works by grief. O, deep is the ploughing of earthquake! O, deep"—[and his voice swelled like a *sanctus* rising from the choir of a cathedral]—"O, deep is the ploughing of grief! But oftentimes less would not suffice for the agriculture of God. Upon a night of earthquake he builds a thousand years of pleasant habitations for man. Upon the sorrows of an infant he raises oftentimes from human intellects glorious vintages that could not else have been. Less than these fierce ploughshares would not have stirred the stubborn soil. The one is needed for earth—our planet—for earth itself as the dwelling-place of man; but the other is needed yet oftener for God's mightiest instrument,—yes" [and he looked solemnly at myself], "is needed for the mysterious children of the earth!"

ERRORS IN SCHOOL-BOOKS.

"As the twig is bent, the tree's inclined."

IF the books we use in the 'bending' are correct, they will do much to promote proper growth; but if they are full of inaccuracies and errors, knots and gnarled places will appear in the future of the pupil, unless the teacher infuses a disrespect of book-makers, which leads to hardly less serious scepticism and doubt in accepting truth from usual sources. These books are put into pupils' hands at an age when they take much *on faith*; and it is of importance to the character of the child not needlessly to shake that faith. A school-boy thinks he is right when he has the *book* to sustain him. We are no advocate for *going*

by the book, but we do earnestly desire to be aided by such books as we use. Scarce a week passes, or even a day, in which we do not have a colloquy like this: *Teacher*.—Spell Lightning. *Pupil*.—L-i-g-h-t-Light-e-n-e-n-i-n-g-ing, Lightening. *Teacher*.—Wrong. *Pupil*.—It is so in my book. *Teacher*.—Then the book is wrong; let me see it.—The book is brought, and, sure enough, there is ‘the lightnings glanced.’

The errors are many times of graver import than the spelling of a word. A teacher in these days of haste in publishing rival books needs to be perfectly familiar with every thing he teaches. Even then the errors he detects are not pleasant. Pupils who are just coming under his influence shrug their shoulders, and doubt the capacity of a teacher who do n’t do as the book says, and perhaps tell queer stories at home or on the street of the *ignorance* and *impudent claims* of the teacher! Pupils who have learned to trust their teacher soon learn to distrust their text-books; while a third class, finding the errors for themselves, before the teacher points them out, learn to distrust both book and teacher, and have their respect for those claiming to present truth materially lessened.

Some of our common school-books have many and gross errors in them. We have little time or disposition, in the present article, to notice errors of statement, but shall chiefly note errors which the proof-reader is responsible for, or which could have been avoided by a trifling amount of time and care. Some works in which we have noticed them are very valuable ones, but sadly injured by the occurrence of errors which would be no credit to a daily newspaper. In a reader before us we have noticed the following errors already: lightnings, foilage, Typhoen (for Typhœan), O ye judge! A (for ^), chieftan, achivement, handerkerchief, mule (for mute), chimercial, plentitude, spearsman, and lightnings.

We have just perused, with much interest, a book just issued to aid teachers in their work. The book is a highly meritorious one, but contains a comma for a period, a colon for a period, omissions of periods, *Calrk’s* for Clark’s, *Primary Teaching*, six times, as the heading of pages where *Advanced Teaching* is meant, abridgement and abridgment (which will accommodate the advocates of either mode), and *copy on to* the slate or blackboard, several times.

We have in these instances said nothing of errors of fact, which might need a more critical examination than the mere proof-reader gives. There would be a wide field opened here if we were to enter upon it. We will note a few that we have seen in some other books. A new geology was put into our hands a few days ago, in which, after printing, the publisher had found errors, and had bound in a leaf con-

taining *Errata*. This haste in publication is enough to settle the claims of that book to school-room use. Pupils are not expected to profit by *errata*, and it is rare that in any edition of a book *such* corrections are allowable. Let us have time taken to perfect the book as far as may be before it is put in market: errors enough will escape the most vigilant care at first, and need correction afterward; but we earnestly protest against throwing upon the market books with errors so glaring that a very cursory glance over a page reveals them. A geography had mention of Lieut. Herndon's crossing the *Alps*. He, with Lieut. Gibbon, crossed the *Andes*, to explore the Amazon. The same book had vapor in *cold* air condensed by contact with *warm* air. A new edition corrects that, but retains some other errors.

We shall not object to new books that are valuable, but we emphatically urge that they be not brought forward for use till the 'proof' is decently read. Publishers will find it 'a saving at the spigot and losing at the bung-hole' to save the cost of careful examination before they put their books in the hands of the public. S. T.

THE VALUE OF ENGLISH GRAMMAR—WHAT IS IT?

MR. EDITOR: I want to know what you think of the study of English Grammar, and of our books that bear the title 'English Grammar', and of English Grammar itself. Or rather, to own the plain truth, I do n't care so much to know what you think as to secure opportunity to say some things that I think. Remember, sir, the grammars say 'first person, *I*: second person, *thou*', etc.; and in this case that important 'first person, *I*,' comes blustering in to claim his privileged preëminence. I have heard of you as a teacher of grammar; have indeed been in the class-room where you exercised that function; and as I find it desirable to have a mark to aim at, and presume you to be a tolerably good-natured man (let me trust that such presuming is not mere presumption), I shall take you to be an advocate of something that I oppose, and so proceed to make a dash at you and at the vague and shadowy giant of 'English Grammar'. I am aware, sir, of the dignity of the parties into whose presence I venture. If you wish it, sir, I will take off my hat and make my best bow to you before going further. But I can't be persuaded to exercise the same courtesy toward E. Grammar, Esq. I know that he has a legal existence in Illinois: he is recognized as a positive and useful entity in the 50th sec-

tion of 'An Act to establish and maintain a System of Free Schools', approved Feb. 16, 1857; but I do not think that he can in our courts sue and be sued, plead and be impleaded, etc., etc., and therefore I feel that I can safely venture to abuse and maltreat him, without risk of a civil suit for damages, or a criminal prosecution for assault and battery. I defy Mr. E. G. I make not the slightest inclination of my head in his presence. I openly shake my fist at him.

Be it understood, however, that the chief reason for my dislike of the E. G. aforesaid is that he is a pretender. In the first place, he is not the man that he pretends to be. Let me remind your readers that there is a venerable personage called General Grammar. This august Gen. Grammar is a person of good principles. I have a treatise on the 'Principles of General Grammar', written by A. J. Sylvestre De Sacy, a learned Frenchman, whose titles are so numerous that the translator of the book, finding them 'too tedious to mention', represents many of them by the magic 'etc.' three times expressed. Certainly I may rely upon it that a man who was entitled to three etc.'s on the title-page of his book would not write a book on any other than good principles. The family of Gen. Grammar, as we might expect, are eminently respectable — regular F.F.V.'s, — all of them. Many years ago I was introduced to one of them, an august Roman: soon after to a Grecian, of classic antecedents; and later to other members of the family, of more recent origin and of several different countries. From my acquaintance with each of them I have derived pleasure and profit. But when only seven years old I was presented with all due ceremony to English Grammar, — so called, — and advised to cultivate an intimate acquaintance with him. I obeyed the parental injunction. I was pleased with my new associate and was not a little proud of my intimacy with him. So we walked together through my boyhood. But after I had made acquaintance with the stout old Roman above mentioned, and the older Greek, and with the lively Frenchman, the stately Spaniard, the musical Italian, the philosophic and polysyllabic German, and others, their cousins and friends, I was led to scrutinize more closely the countenance and the conduct of my former friend, E. G. aforesaid, and my doubts of his worth and truthfulness increased rapidly. I am sorry to say, sir, that I have concluded that I had been imposed upon by a bogus E. Grammar, who has passed himself off extensively as the genuine English Grammar, one of the numerous family of General Grammar; and as I have since made acquaintance with the real Simon Pure, the true English Grammar, I heartily detest and abhor his imitator and counterfeit; I do not acknowledge my intimacy with him except to give reason for my denunciations of him; and when I am compelled to speak of him to others with any recognition

of his seeming worth, I do it under protest. And the reason why I include you in my attack is because, as a teacher of *grammar as it is*, you must have been engaged in introducing this impostor to the favorable notice of young people. What sort of work is that for a sensible man?

This E. G. told me that he would teach me how to use the English language correctly. But he never did it. He has deceived others with the same story; but I can not thus far find any man who will say that his study of grammar taught him the English language, while I find hundreds who have spent many a laborious hour upon the pages of a grammar, whose spoken and written sentences abound with gross errors, nevertheless. No, sir: I learned the English language from an intelligent mother, from a careful father, from right-speaking teachers and elder friends, and from the thousand books that fed my boyish appetite for knowledge and literature. And when in later days the style of expression became an element of choice in my reading, I was taught by Scott, and Macaulay, and Goldsmith, and Irving, and Emerson, and DeQuincey, and the current literature adorned by a thousand graceful and powerful pens. I might cite abundant testimony to the truth of this charge against grammar. MACAULAY is at hand, and I summon him. "We can not perceive that the study of grammar makes the smallest difference in the speech of people who have always lived in good society." (Macaulay, *Essay on Lord Bacon*.) Such will be the testimony of every literary man. Grammarians will oppose such depreciation of that upon which they have bestowed much labor; but the single testimony of MACAULAY on such a point is worth a thousand testimonies of men directly interested in the perpetuation of existing schemes of education—so called. Grammarians, *as such*, are entitled to plead, but not to testify. Their assertions and denials avail nothing.

I have no disrespect to the true English Grammar. I would have the study of our language receive a hundred-fold more attention. Let its proprieties and its elegances be taught in every school. But let us not mistake the work of pedants for science, nor suppose that the current text-books are valuable for all that they claim. Even grammarians themselves often know better than they write. The author of one of our most popular and best school-grammars said in my hearing that he was obliged some times to yield his own wishes in view of the obstinate adherence of teachers and the public to current opinions; and that it was not worth while to write a book on grammar that could not be sold because it was too good to be received. I am glad to see that the subject of Language is attracting the attention of thinking men and teachers, and to hear complaints of the indifference to grammar mani-

fest in our community, and the neglect of it in our schools; for so must a reform commence. We shall have something better in place of what we now have when the defects of the present instruction are shown and some better thing is offered.

If you please, sir, I propose to show at some future time some of the great defects of the current grammatical systems: to prove by abundant citations that this pretended system is chaos: that there is no pervading system of classification and definition in our text-books: that their definitions are false: that the study of such books, while it may give some really valuable knowledge and true principles, must deprave the logical faculty by accustoming the mind to insufficient and erroneous definitions and to bad reasoning, load the memory with useless lumber of needless technicalities, and waste valuable time and strength.

As I look at my library shelves I can see many an English Grammar, of the counterfeit sort, written by men who meant well, and who have tried to do good by their writings: let me not be supposed to undervalue their good will or their good work; but it is due to the children of our land that we regard not the purposes of writers, but the results of their works: that we shall not disgust the youth nor deceive them when we put school-books into their hands, by substituting crude technicalities and ill-digested theories for the practical rules and the true science of the English language. As a teacher I am sorry to remember that I have done this very thing: that because grammar was wanted in my school I have taught that which I did not even then agree to, and which grows more and more detestable to me; and that thus I aided to cloud the minds and waste the time of my pupils.

In conclusion, let me not be ranked as some cynical Diogenes attacking on every side, but as a lover of good culture and true education, and

Yours truly,

SILAS WESTMAN.

FREQUENCY OF RECESS.—A law of the muscular system requires that relaxation and contraction should alternate, or, in other words, that rest should follow exercise. In accordance with this law, it is easier to walk than to stand; and in standing, it is easier to change from one foot to the other than to stand still. This explains why small children after sitting a while in school become restless. Proper regard for this organic law requires that the smaller children be allowed a recess as often, at least, as once an hour; and that all be allowed and encouraged frequently to change their position.

Prof. MAYHEW.

THE MUSEUM. — No. II.

NOTES ON MATTERS IN HISTORY, LITERATURE, SCIENCE, AND ART.

ALMACK'S.—That is, Almack's Rooms; now some times called Willis's Rooms, after the present proprietors, Frederic and Charles Willis. These are a suite of assembly-rooms in King street, St. James's, London, originally kept by one MacCall, who transformed his Scottish name into that of Almack by transposition of the syllables. Here are held charity balls, concerts, and select public meetings; but the rooms have become famous for the annual balls of the fashionable society of London. They are managed by a committee of ladies, who decide to whom tickets may be issued. They have had a very exclusive character; but the prestige of the Almack's balls is wearing away, and they are less attended by the leaders of the ton. The price of tickets has been reduced from ten guineas the set to six. A letter of Horace Walpole, dated February 14, 1765, alludes to the opening of the rooms while they were yet hardly completed.

BUG.—This word is of Celtic origin, and is supposed by Dr. Webster to be used as a derivative from two different roots, one of which means *small*, and the other *an object of terror*: just as the word *lie* represents two very different roots, with different meanings. From the latter meaning of *bug* we have its use by Shakspeare (*Taming of the Shrew, Act I, Scene ii*), "Tush! tush! fright boys with bugs." In Matthew's Bible, A.D. 1537, the passage translated in our modern version "thou shalt not be afraid for the *terror* by night" (Psalms xci: 5) was rendered "thou shalt not nede to be afraide of any *bugs* by night." And from this meaning we have the words *bugbear*, *bug-aboo* (not in Webster, but some times in current literature, and to be found in Halliwell, and in Roget's *Thesaurus*), and *bugger*, a word not in the vocabulary, but which may be heard among children, the *u* being sounded like *u* in full. The word *bug* was not applied to a well-known 'terror of the night' until after the middle of the 17th century: it was before called the wall-louse. It is called the chinch-bug (that is, *chink-bug*), from its dwelling in chinks or crevices. We have seen it stated that this creature was not known in England before the 17th century, and that, like the rat, it is a nuisance that came from the East.

OLD NICK.—Nicka was the name of a malignant water-sprite or demon, in the Gothic mythology: he dwelt in the water and strangled those that fell into it. When Christianity reached the Teutonic race the old traditions and superstitions did not die out, but often the old names found new objects of attachment: hence the name of the Gothic demon was transferred to the Satan of the Christian books.

APOLLO BELVEDERE.—*Belvedere* is a name applied in Italian architecture to a pavilion on the top of a building; also, to an artificial eminence in a garden. The word is derived from *bel*, fair, and *vedere*, to see, or look: hence it is equivalent to *Fairview* in English, or *Bellevue* in French. It is in Italy a popular name for villas, palaces, villages, and streets. The Apollo Belvedere is a celebrated statue of Apollo, which represents that deity just after he has discharged an arrow at some object, perhaps the serpent Python, and which seems radiant with youth, and ardor, and beauty. The statue was found in 1503 at Capo d' Anzo, formerly Antium: this town was the birthplace and residence of Nero; and as he is known to have plundered some of the Grecian temples of their statues, including Delphi in his ravage, it is presumed that this gem of art, from an unknown hand, thus found its way into that hamlet. Pope Julius II, then a cardinal, purchased the statue, and afterward placed it in the belvedere of the Vatican palace, whence it has its name. The legs and hands, being injured, have received modern repairs.

The name which we have given as *Belvedere* is frequently spelled *Belvidere*. Webster defines *belvedere*, but gives Apollo *Belvidere*, following Brande: Brande speaks of 'the *Belvidere*' of the Vatican, but gives *belvedere* as the proper architectural term: Fiske's Eschenburg's Manual gives *Belvidere* once (p. 101) and repeatedly afterward (pp. 392-3-7) *Belvedere*: the Encyclopedia Americana (Dr. Lieber's) gives both spellings: Appleton's New American Cyclopedic gives always *Belvedere*; and in spite of the foregoing citations which seem to establish the variation *Belvidere* as at least allowable, we must prefer our chosen spelling. *Belvidere* appears to be a mixture of Italian and Latin, and certainly originated in error from confusion of the two languages.

S. S.

LOVE OF CHILDREN.—He is not worthy to have the care of children, either as officer or teacher, whose heart does not yearn toward them with parental fondness and solicitude.

HORACE MANN.

COMMENTS ON THE SCHOOL LAW.

OFFICE OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
Springfield, Illinois, March, 1860. }

Questions.—What are the respective limits of parental and school authority? What jurisdiction has the teacher over pupils out of school? May scholars be required to study a certain number of hours out of school?

Remarks.—School Directors are authorized and required, by law, to prescribe and establish such rules and regulations as will, in their judgment, best promote the proper order, discipline, and proficiency in study, of the schools under their care. It is the duty of teachers to coöperate with the Directors in all their efforts for the improvement of the schools, and faithfully to carry out their instructions and wishes. Directors are also clothed, by law, with full power to enforce obedience to, and to punish, by suspension, expulsion, or otherwise, any obstinate infraction of, the rules which they have established.

It is not always easy to fix the line of separation between parental and school authority—to state precisely where the former ends and the latter begins. A brief inquiry into the nature and purpose of public schools will lead us to certain general conclusions which bear upon the subject.

The whole care and training of very young children must, in the nature of things, devolve upon the parents alone. As they advance in years, a demand arises for a more thorough and systematic course of mental discipline than most parents have either the time or the ability to impart. To meet this demand and perform this service schools are established and teachers employed. Thus the parent, in theory at least, *delegates* to the teacher, for the time, the guardianship of interests most vitally affecting the welfare of his children. But, in order to discharge these trust duties successfully, the teacher must also be invested with adequate *control* and *authority* over the children while they are under his instruction. With the transfer, therefore, from parent to teacher of a large class of *duties*, there is necessarily implied the transfer of an equally important portion of the natural *rights* and *prerogatives* of the former to the latter.

Again: Since a school embraces the children of not one merely, but several families, it follows that the right of the teacher to control and govern, *in loco parentis*, the children of one family is subject to material modifications when the interests of all the children are to be considered. This generates the necessity of vesting in the teacher a

large *discretion*, also. Privileges and immunities which might be safely granted, under peculiar circumstances, to the pupils from one family might be highly detrimental to the school if extended to all. The right, therefore, of prescribing and maintaining such rules as will best subserve the interests of the school, as a whole, must reside *some where*: the law places that right in the hands of the Directors and teacher, as being most competent to exercise it wisely and prudently; and both reason and common sense must sanction as just what the Legislature has declared to be legal.

From these premises it follows:

1. That it is the legitimate province of the Directors to adopt and enforce a code of specific rules and regulations for the government and discipline of their schools.

2. That the patrons of the school are bound, not only by the express provisions of law, but also by the nature of the implied compact between the parties, and by the obligations of moral justice as well as necessity, to acquiesce in and support the government of the Directors.

In respect to details it is hardly practicable to lay down any precise rules which would be of universal application. But every school-government, to be efficient, must be strong and decisive; the law wisely makes it so; the necessities of the case demand that it shall be so.

That Directors have the right and power to prohibit pupils from leaving school *during school-hours*, for the purpose of attending dancing and other similar parties, or for any cause whatever, except sickness, or some urgent necessity, there can be no doubt at all. To *this* extent, at least, the powers of Directors rest upon the ground of clear and unquestionable legal right.

What jurisdiction and control, if any, the Directors and teacher may rightfully exercise over the pupils *beyond* this point, it is not so easy to determine. We here pass the boundary of clear and well-defined authority, and enter the domain of comparative uncertainty and doubt, where usage, circumstances, and expediency, must be our guide.

If the teacher insist upon uniformly thorough and excellent recitations, according to the several abilities of the scholars, which it is undoubtedly his right and duty to do, then, whatever hinders or prevents the attainment of the required standard of excellence must, of necessity, be dispensed with; and thus an evil may be reached *indirectly* which can not be directly proscribed. A teacher can not say to a scholar that he shall not, out of school-hours, go a hunting or fishing: that he shall not attend picnic, dancing, or other parties; but he *can* say that every lesson and exercise of the school shall be promptly and faithfully learned. If the scholar can comply with this demand and still have leisure for those pastimes, he has a perfect right to indulge

in them, so far as the teacher and Directors are concerned. If he can not do both, the alternative is before him; the school authorities can not relax or relinquish their legitimate demands.

Scholars can not be suspended or expelled without the advice and consent of the Board of Directors.

In respect to study out of school-hours, the course of the teacher must be persuasive, not coercive. It will be inferred from what has already been said, that the right to demand such extra study is not conferred by the statute: nor is it important that such authority should be delegated by law. Scholars whose age, health, and advancement, are sufficient to render such extra study desirable and profitable will rarely need any thing more than the promptings of their own minds, seconded by the friendly counsels of the teacher, and the incentives of a natural and laudable ambition to advance in learning. Pupils of tender age and frail physical constitutions *ought* not to study out of school; if disposed to do so, they should be *dissuaded* from it by both teachers and parents. Six hours a day of assiduous attention to school duties are, for *such children*, quite enough for both mind and body — often too much.

It is not intimated that older and more advanced pupils, in full vigor, intellectual and physical, should not study out of school: they may and *ought* to do so; all *legitimate* means should be used to *incite* them to do so; if they would master their studies they *must* do so. But to require, or even permit this, of the class of scholars above referred to, in my judgment, is wrong — often leading to the saddest consequences. Progress, moreover, is not always in the ratio of the time devoted to study. An hour of fresh, vigorous, concentrated effort is more productive, is of more value every way, than half a day of lazy, listless, desultory prosing and droning over books, while the attention is not fixed and the mind only half awake.

Let the hours of school be hours of *study* — sincere, earnest, active; let life and energy mark all the movements in the school-room, all the efforts of both teacher and pupils, from the beginning to the end of each session; let this be done in every school, every day, and then, for the *majority* of scholars, fresh air, exercise, sunshine, and recreation, will be better than extra tasks.

Questions.— Suppose a district has seven months' school one year, and five months the next year: can these be *averaged*, and the district draw public money the third year? Is it competent for the *Trustees* to withhold the public money from districts which have not complied with the six months' rule?

Remarks.— The law undoubtedly requires, as the condition of participating in the distribution of the public school funds, a six months'

school during *each* and *every* year. If I am right in this opinion, it will not, of course, satisfy the law to average the time of two or more years, taking the surplus months of one year to make good the deficiencies of another, etc. As this provision of the statute is fundamental and mandatory in its character, the duty of seeing that it is complied with is also imperative: and since the Trustees are the only school officers in the State who *always have at hand* legal and reliable evidence on this point (in the certified schedules on file in the office of their Treasurer), I am disposed to the opinion that it is competent for the Trustees to inquire into the matter, and withhold the public funds from delinquent districts, unless such delinquency can be explained in a satisfactory manner. But this Department may interpose, *for adequate cause*, and require the Trustees *not* to withhold the public money, or the reverse, as the case may be.

Question.—The proviso of the 52d section of the law is in these words:

Provided, if the directors of a district shall certify that they are unable to procure a teacher competent to teach the branches required by this act, the commissioner shall issue a certificate of qualification to teach such branches as said directors may specify: which certificate shall be valid only in said district, and for one year.

Does this preclude the necessity of an *examination*, by the School Commissioner, on the branches specified by the Directors? When the Directors certify as in the proviso, *must* the Commissioner forthwith issue the required certificate?

Remarks.—The qualified certificate, authorized to be granted, on certain conditions, by the 'proviso' of the 52d section of the School Law, can *only* be issued upon a *satisfactory examination* in the branches specified by the Directors. The 'proviso' does not change in the least the *ground* upon which *alone any* certificate can be issued: namely, the *qualification* of the candidate as required in the 50th section; it only *allows* the Commissioner, in certain cases, to give a certificate of ability to teach a *part, instead of all*, of the branches required by law. There must *always be an examination satisfactory to the Commissioner*.

N. BATEMAN, Sup't Public Instruction.

EDUCATION INCREASES THE PRODUCTIVENESS OF LABOR.—Education has a power of ministering to our personal and material wants beyond all other agencies, whether excellence of climate, spontaneity of production, mineral resources, or mines of silver and gold. Every wise parent—every wise community, desiring the prosperity of its children, even in the most worldly sense, will spare no pains in giving them a generous education.

HORACE MANN.

M A T H E M A T I C A L .

SOLUTIONS TO QUESTIONS IN JANUARY NUMBER.—I. 'J. H.', Mt. Sterling, gives the following:

Question.—A grocer has a cask of wine containing 63 gallons. He draws 1 gallon and fills the cask with water; he then draws another gallon and fills again with water. After he has done so 20 times, how much wine is in the cask?

Solution.—The first time he drew 1 gallon of wine, leaving 62 gallons. At the second drawing the gallon is $\frac{62}{63}$ wine, and there are $62 - \frac{62}{63} = \frac{62 \times 63 - 62}{63} = \frac{62^2}{63}$ gallons of wine remaining. At the third time he draws $\frac{1}{63}$ of $\frac{62^2}{63}$, $= \frac{62^2}{63^2}$ gallons of wine, leaving $\frac{62^2}{63} - \frac{62^2}{63^2} = \frac{62^2 \times 63 - 62^2}{63^2} = \frac{62^3}{63^2}$ gallons of wine. Hence I infer, there will remain after the twentieth drawing $\frac{62^{20}}{63^{19}}$ gallons of wine. This fraction I reduced, using logarithms, the multiplication being much more extensive than I wished to perform. Result, 45.75 gallons.

II. The given tract, ABED, is a trapezoid. If it were a rectangle upon AD, and divided into strips 1 rod wide by lines running from east to west, each strip would contain an acre, since the whole tract contains 100 acres and AD is 160 rods; and the width would be as many rods as the number of acres, 100; and that must be the real measure across the trapezoid at its centre. 100 rods is $\frac{1}{2}(ED + AB)$; but ED is $\frac{2}{3}(ED + AB)$, from the statement: hence we find $ED = 75$ rods and $AB = 125$ rods. Therefore, the trapezoid tapers 50 rods in width for 160 rods in length, or $\frac{5}{16}$ of a rod in width for 1 rod in length, and will taper to a point, N, in $125 \div \frac{5}{16} = 400$ rods; and the whole area ABN will be $156\frac{1}{2}$ acres. Now, since the land is of different degrees of quality, and it is required to divide it into three parts in such manner as shall equalize their values, the area of the middle part must be $\frac{1}{10}$ greater than that of the southern, and the area of the northern must be $\frac{1}{16}$ greater than that of the middle: the reason of which is obvious from the tenor of the question. We may, for the sake of convenience and simplicity, consider the southern portion to consist of 100 equal parts: then will 110 and 121 of these



parts represent the contents of the middle and northern portions respectively; the sum of these parts being 331, which, of course, must = 100 acres, per question. If 331 parts = 100 acres, one part will be $\frac{100}{331}$ of an acre; and consequently $100 \times \frac{100}{331} = 30\frac{70}{331}$ acres, the area of the southern portion. In like manner the middle and northern portions are found to be $33\frac{77}{331}$ and $36\frac{134}{331}$ acres respectively. Now we have, by similar triangles, $ABN : HIN :: AN^2 : HN^2$; that is, $156\frac{1}{2}$ acres : $(156\frac{1}{2} - 39\frac{70}{331})$ acres :: $400^2 : HN^2$, = 129063.4402416; $\therefore HN = 359.25401$ rods; and $AH = 400 - 359.25401$, = 40.7459 rods, the eastern boundary of the southern portion. Again, $ABN = 156\frac{1}{2}$; $FGN = 359.25401 - 33\frac{77}{331}$; $\therefore AN^2 = 400^2$; $FN^2 = 95033.2320$; $\therefore FN = 308.274 +$ acres, and $HF = HN - NF = 50.9801$ rods, the eastern boundary of the middle portion. Lastly, $FD = 160 - (AH + HF)$, which are already known. The eastern boundary of the remaining portion is, then, 68.274 rods.

The solutions of 'N. H.', the proposer of the question, and of 'TYRO' are used in the above, each in part: each had the same results and by the same method.

III. Question.— $x^2 + y = 7$, and $x + y^2 = 11$: what are the values of x and y , and can the question be solved by quadratics?

Solution.—Eliminating y , we have for the final equation in x , $x^4 - 14x^2 + x + 38 = 0$; the roots of which are 2, 3.13203, 3.28066, and -1.85136 : whence we have corresponding values of y , 3, -2.805 nearly, $-3.76273 +$, and 3.57246 . The question can not, I believe, be solved by quadratics, at least while it is under the general form $x^2 + y = a$, and $x + y^2 = b$.

Solution by TYRO.

PROBLEMS.—I. There are two circular tracts of land, respectively of 7 and 3 acres: their centres are united by a line 60 rods long: required the position upon that line of the centre of a circle, and the length of radius of it, to cut an acre from each circle. TYRO.

II. From a point within a triangular field the sides of which were equal, I measured the distances to the three angles, and found them 12.5, 10, and 7.5 chains, respectively: required the area.

B. H. J., from Gummere's Surveying.

We have two other problems on hand, from 'W. S. K.', both of which are geometrical. We hope to obtain some greater variety; for it does not please us to have our 'Mathematical' enlist but two or three minds.

EDITOR'S TABLE.

TEACHERS' INSTITUTES.—In our own State these organizations, or rather meetings, are of quite recent date. It is a very few years since the first was held here. Many teachers have never attended an Institute, and, from inefficient arrangement, some who have attended have not been encouraged to attend again. A well-conducted Institute must be profitable to those interesting themselves in its exercises. But with the present want of supervision over them, the great variety of circumstances in which they must be held, the irregularity of local effort, there must be as great variety in the character of Institutes as between the rude, unarranged school, where the teacher longs for his six hours to be over, that he may get away from the 'noisy young-ones', and the systematic, well-ordered graded school.

We deem it of the highest importance to secure *regularity* and *punctuality* in the exercises of an Institute, not less than in the exercises of a school. It is important that skilled teachers, of actual school-room experience, take charge of the exercises, as far as may be. Let all due pains be taken to obtain persons of skill in conducting *drill exercises*. Do not put too much care on literary lectures to the neglect of *teaching*. The same who are best drill teachers can often give instructive lectures on school-room topics, that will interest a general audience.

In many counties no provision has been made for money to employ conductors of Institutes. In those in which such provision has been made, let the money be used to employ the very best men that can be found to conduct the drill exercises: *make that the first thing*. Then let lectures come in for after consideration. We have men here in the State who have experience in the conduct of Institutes who can be obtained for the spring work; and, if any prefer a man direct from the East, who is known to the nation as a Conductor of Institutes, we have to say that CHARLES NORTHEND,* of Connecticut, can be obtained

* Those wishing to secure Mr. NORTHEND's services will do well to write to GEO. SHERWOOD, Chicago.

to conduct two or three Institutes in this State during the spring of this year.

In counties where no funds are ready, order and system can still be followed. Let the various exercises be marked for each hour, and, as far as possible, *stick to the order*. Let there be no off-hand teaching of the studies treated upon, unless that is to be a model for the school-room at home. Let no time be wasted in looking up a teacher of a branch after the hour has come for presenting it, as we have seen in many instances. For a general plan for a programme see *July Teacher*, 1859, 'Editor's Table'.

When your Institutes are over, do not forget to send a brief account of them to the *Teacher*.

OUR LOCAL HABITATION.—One of our exchanges says that the publication of the *Teacher* has been changed to Bloomington. Not so, friend: the publication office is at Peoria, with Nason & Hill; and long may it remain there! In 1858 Mr. Bateman, at Jacksonville, was Editor: in 1859 Mr. Dupee, at Chicago: and now Dr. Samuel Willard, at Bloomington, aided by Mr. James H. Blodgett, of Mendota. Correspondents and Exchanges are requested to address Dr. Willard, or *Illinois Teacher*, at Bloomington.

KIND WORDS.—We have to thank many of our exchanges for their kind words of commendation of our journal, and intend always to deserve all they say, and more too if possible. The *Teacher* is primarily a teachers' periodical; but we furnish every month a considerable amount of matter that will be found interesting to any body. Our 'Table' items are prepared with great care and from the most reliable sources, with a scrupulous regard to accuracy of statement; and we design to present in them a summary of literary and scientific news each month. We have evidence that they are prized, as we often meet again, in our perusal of the papers, selections from them: not long since we found that a journal which devotes a part of its columns to educational matters had been so pleased with them that it appropriated nearly two pages of our January number at once. We take that as a high compliment to the value of our labor on items.

NEW ADVERTISEMENTS.—Our advertising sheets have some new matters this month which readers will find interesting, and they can take a glance at the old ones as they pass along. First we call attention to the advertisement of the New Quarto Dictionary of Dr. Worcester, for which we have all been waiting for some time: there you may find the publishers' statement of what it is, with the commendatory opinions of many eminent names: the 'war of the dictionaries' calls on every man to inform himself as to the real merits of the two great works, and the opinions of learned men are valuable auxiliaries. Then Webster's Dictionary is throwing up a new line of defense (or should we write defence?) on another page, bringing, among other popular names, that of Mr. Bateman to its aid and support. Then that great Dictionary of Grammar, Gould Brown's Grammar of Grammars,

is set before you: if you do not want it now, inform yourself of what it is, so that you can get it when you do want it. And the little folks are not forgotten: for their especial benefit the publishers announce the Primary-School Tablets, giving a statement of what they are, with an indorsement of their merits from one of the prominent educational men of our own State.

NOTES AND QUERIES.—(1.) Should we say '*corporal* punishment', or '*corporeal* punishment'? and why?

M. A. C.

(2.) Why do we write LL.D., and not L.L.D.?

(3.) Can we assign case to the word *ruler* in Mark v: 38? If so, in what case is it? Other instances of similar construction can be found in the New Testament.

H. M.

SIMEON WRIGHT was listed in our last number as of Chicago; but his address is Kimmundy, Marion Co., Illinois. This is a place a few miles above Centralia, on the Chicago Branch of the Illinois Central Railroad.

ADMINISTRATOR DE BONIS NON.—The newspapers of our State gave many kind notices of the *Teacher* for 1859, with hearty commendations of the labors of our predecessor, Mr. Dupée. As we are in this case *administratoz de bonis non*, we must render due credit and thanks, and hereby return thanks for him for their kindly appreciation.

ON SPELLING, AND OTHER THINGS.—The *Journal of Progress* quotes from the December *Teacher* the article 'Spelling', and remarks that it appears in the *Teacher* without any credit of authorship. All matter appearing in the *Teacher* without credit is original; and the rule this year is, that all unsigned articles are editorial. The Editor will append a signature when none is given to a contributed article. The article in question was by a correspondent, not by the late Editor. We object to Bro. Longley's changing the title to 'Conservative Thoughts on Spelling' without indicating that that was not the author's title. To the foot-notes we do not object.

ERROR BUDGET.—Our correspondent 'S. T.' (see his article on page 93) proposes that we should open an 'Error Budget', in which the errors which teachers find in our popular text-books may be noted. We confess our greatest objection is a fear that we should be overwhelmed. Those who like the proposition may send us samples, however.

PROPER NAMES should be spelled accurately in educational journals. In a late *Mass. Teacher*, generally very accurately printed, we found Camceus for Camœus; Vangelas for Vaugelas; Spencer for Spenser. On another page we found the name of one of Mr. Kingsley's volumes given as 'Glances, or Wonders of the Shore': it should be 'Glaucus', etc.

GRAMMATICAL QUERY ANSWERED.—"Six times eight is forty-eight." "The *sum* of six times *eight* is forty-eight." "Six eights (added together) *are* (or make) forty-eight." The verb will be singular, or plural, according to the meaning and arrangement of the words used to supply the ellipsis. The rule 'verbs agree with their subjects' is founded on euphony. 'Six *eights* (added) *are* forty-eight.' 'The *sum*, six times *eight*, *is* forty-eight.' Eight is; eights are.

J. W. P.

FEAR AND FRIGHT.—In 'The Museum', on page 99, 'S. S.' has misquoted a line of Shakspeare: the true reading is not '*fright* boys with bugs', but '*fear* boys with bugs'; *fear* being used in the sense of *cause to fear*. We have seen it quoted as 'S. S.' gives it; but reference to the context shows that it is wrong.

CLARK'S SCHOOL VISITOR is a monthly 'devoted to the interests of day-schools every where', issued by Clark & Daughaday, Pittsburgh, Pa. We have had a testimony to its attractiveness which is so much superior to our own judgment on that point that we accept it as conclusive: namely, that our exchange copy disappears immediately after our juveniles have discovered it. Fifty cents a year is the price of a fine edition with a colored border; thirty-five cents for the plain edition, with reduction to clubs to forty and twenty-five cents. Teachers should try to get up clubs for juveniles in their schools.

THE BIBLE AS A TEXT-BOOK.—The *Christian Times* says that there is one college in our country where the Bible is used as a text-book, as much so as Xenophon or Tacitus: it is studied as a classic book, and with the best results. This is Hamilton College, N. Y. Why not introduce the Bible in all public and private schools in which the book is appropriate to the grade of the pupils, as a classic book, and leave all questions about its rank as a religious work to better courts of decision than boards of school-directors, who really have no business with it?

BURNING OF OXFORD SEMINARY, OHIO.—The seminary was about three-fourths of a mile from Oxford, and no house was near. The fire was discovered about half an hour after midnight, and began near the top of the house; as it burned downward slowly, opportunity was given to remove most of the property in the building, except that belonging to occupants of the fifth story. An eye-witness says that the young ladies, one hundred and seventy-five in number, showed great coolness and presence of mind. The falling of the Pemberton Mills had been commented upon by one of the teachers the day before, with suggestion of the necessity of calmness in danger: she had even named the calamity that afterward occurred. Doubtless this had a good effect. Miss Sarah E. Moore roomed in the fifth story, and returned to her room to get some of her books: when she opened her door, she saw that the stairway was in flames and exit by that way was hopeless; closing her door, she tore the bed-clothing into strips, knotted them, tied them together and to the bed-post, and by their aid went from her window to the ground, nearly fifty feet below.

THE NEW PLANET.—In the January *Teacher* (p. 35) we noticed Leverrier's discovery of perturbations of Mercury which to him indicated the existence of a planetary body or bodies between Mercury and the Sun. It is now found that while Leverrier was announcing his theory, a doctor of medicine, of Orgères, Eure-et-Loir, was observing one of these planets. Lescarbault had such a love for astronomy that while yet a student in Paris with an income of three hundred dollars a year he saved one hundred and fifty dollars for a telescope. His observatory was built principally by himself, and his observations he recorded on white-wood planks with a pencil, getting a new surface with a plane when it was covered with calculations. Lescarbault had observed the new planet before Lever-

rier's announcement, and was induced to publish his observation by learning its importance. Leverrier forthwith called upon him, and found on a plank the first observation of a planet with an estimated diameter of about one-fourth that of Mercury, one-seventh of Mercury's distance from the Sun's center, and with a period of revolution of about three weeks. It is doubtful whether it can be seen except when crossing the Sun's disc. At the next meeting of the Academy of Sciences Leverrier exhibited the doctor's plank.

LIBERALITY OF AGASSIZ.—Agassiz has presented to the Harvard Museum of Comparative Zoölogy the collection made by him since 1852, which has cost him in cash ten thousand dollars, besides traveling expenses. Such actions show him to be a really great and good Man, not merely a man with great intellectual powers.

OVER-WORK.—A lecturer before a Teachers' Institute in Massachusetts, last October, pronounced 'the prevalent alarm respecting over-work in schools' to be mainly a false alarm. "The great evil is not that the intellect is overtasked, but that the demands of the physical nature are neglected." The speaker was a physician. We infer at once that in his town they have schools which are properly managed. But in the sentence quoted above, he seeks to transfer the blame of an over-exertion which is, after all, impliedly confessed, from the guilty head of an Egyptian task-master of a teacher to the comparatively innocent pupil. The young are not expected to know the necessity of heeding physiological laws; and when the remorseless teacher of mathematics, or grammar, or other branches, demands a long and hard lesson under the penalty of disgrace in the class-room or the school-room, the best pupils are sure to make an effort to learn, no matter at what cost. The school influences press so strongly that lessons come first, and there is no place for exercise. When a teacher tells us that his scholars do not take exercise enough, we know what to think of him. Why do they not take exercise? We *know* why: partly from personal experience, and partly from observation, some of it quite recent: the reason is,—long lessons, and ambition to do well and stand well in class and in the teacher's estimation.

ANGLO-SAXON.—An article in the *Michigan Journal of Education* for January recommends study of the Anglo-Saxon language as a valuable aid to the study of English. The text-book used in the Agricultural College in that State was *Vernon's Anglo-Saxon Guide*, which includes reading-lessons and grammar, costing \$1.35, and furnished by mail at that price by Sever & Francis, Cambridge, Mass.

ARITHMETICAL PUZZLE.—If four dogs, with sixteen legs, can catch twenty-nine rabbits, with eighty-seven legs, in forty-four minutes, how many legs must the same rabbits have to get away from eight dogs, with thirty-two legs, in seventeen minutes and a half?

Exchange.

WILLIAM GRIMM.—This eminent philologist died at Berlin December 15, 1859. He was born at Hanau, February 24, 1786. After the usual preparation he entered Marburg University as a law-student. From 1814 to 1830 he was secretary at the Electoral Library at Cassel; then became assistant-librarian at Göttingen, and in 1835 professor at the same place. In 1837 he, with his brother Jacob and

five other professors of Göttingen, protested against the arbitrary overthrow of the constitution of Hanover, in consequence of which he was deposed and banished. Till 1841 he found asylum at Cassel; in that year he was invited to the University of Berlin, by the King of Prussia, where the two brothers have remained ever since, engaged in the same labors. William Grimm was the younger of the two. 'The Brothers Grimm' are the great authorities in German antiquities, folk-lore, and philology. A great Dictionary of the German language remains to be finished, if life is spared, by Jacob Grimm. The children of Germany will remember the departed literator by his 'Kinder-und Haus-Märchen', written for their amusement.

NON-INTELLECTUAL NOSE.—An eastern editor on a visit to Louisville, Ky., writes home to his friends that 'Prentice's nose is not intellectual'. Prentice hears of it and replies that 'his brains do n't lie in his nose'.

ESPY.—Prof. J. P. Espy, the well-known meteorologist, died, at his residence in Cincinnati, on the evening of January 24th. He was born in the year 1785, and had entered upon his seventy-fifth year when he died. He has been a careful student of meteorology for many years, and his writings on the Philosophy of Storms have been greatly commended, both at home and abroad.

ALEXANDER.—Rev. Dr. J. A. Alexander, of the Princeton Theological Seminary, died January 28th. He was the son of Dr. Archibald Alexander, and grandson of Rev. James Waddell, of Virginia, known as the Blind Preacher. He was born April 24th, 1809. He graduated in Princeton in 1826, receiving the first honor of his class. In 1830 he was appointed Adjunct Professor of Ancient Languages in his *alma mater*, which place he resigned in 1833, to avail himself of the advantages of the German Universities. After spending some time at Halle and Berlin, he returned to this country, to accept the Professorship of Oriental Literature in the Princeton Theological Seminary. In this he continued up to the time of his death. Dr. Alexander spoke nearly all the modern languages of Europe, and had no superior in this country as a scholar in Oriental Literature. He was very popular as a preacher, and his commentaries on Isaiah, Job, and the New Testament, have had a wide circulation.

MRS. FOLLEN, widow of Dr. Charles Follen (born Eliza Lee Cabot), died on the 2d of February, at Boston, in her 63d year. She was principally known as an author of children's books.

ORIENTAL MANUSCRIPTS.—Tischendorf, the great Biblical scholar, proposed a year ago to the Russian Government that it should send him, at the public expense, to the East in search of Biblical manuscripts. The proposal was at once accepted. Tischendorf has lately returned with results surpassing the most sanguine expectations. He has obtained a large number of ancient manuscripts, several of which are more than 1000 years old; one of the twelve palimpsests is a Syriac version of the Scriptures, written in the fifth century. He has a Greek MS. on papyrus, of the time of Hadrian (who was emperor A.D. 118 to 139). The greatest treasure is a Greek MS. of the whole Bible, older than any previously known, and complete: none other has all parts, while this has all parts and the

Epistle of Barnabas in addition, a part of which has been hitherto lacking. Tischendorf fixes its date at the beginning of the fourth century, about the time of Constantine the Great.

WHO WILL FOLLOW THE EXAMPLE?—Mr. J. S. Bradford, School Commissioner of Sangamon county, sends to the publishers of the *Teacher* every dollar he receives for a teacher's certificate, with the name of the teacher from whom he receives the dollar as a subscriber to the journal. Mr. W. H. Haskell, while School Commissioner of Fulton county, appropriated a considerable portion of his fees for certificates to subscriptions to the *Teacher*; and one or two others have done the same thing to some extent. May we not hope that many of the School Commissioners in the State will follow their example?

NON-EXPLOSIVE BURNING-FLUID.—An individual has been traveling in this and other States selling a receipt for making burning-fluid non-explosive. The price has been as high as \$150 or \$200 for some districts of country. It is a very simple matter, merely putting a little chloroform in the fluid. Chloride of lime put in a barrel of fluid will generate chlorine enough to accomplish the same object. If too much is used it will make the flame smoky, but if only enough to prevent explosion, the flame will be pure. The quantity required is small: it is said that ten cents' worth of chloride of lime will render a barrel of fluid non-explosive. The flame can not be forced into a lamp or can containing such a mixture. T.

SCHOOL ARCHITECTURE.—A paragraph is going the rounds that on the east side of the river at Rockford the school-building is deemed unsafe, and that a new building, or new walls to the old one, is called for. We were in that building last summer, and had occasion to inquire the meaning of some large timbers braced against one end of it. 'Weak walls' was the reply. The house is three stories high, and cost \$20,000.

PERSONALITIES.—Mr. Story has begun his statue of Josiah Quincy for the Alumni of Harvard College, and has nearly finished the head. . . . Dr. Reinhold Pauli, who left Germany ten years ago for political reasons and has been residing in England, is appointed Professor of History in the University of Tübingen. In England he devoted himself to the study of the early history and literature of that country. . . . Agassiz lately addressed a legislative educational meeting in the Massachusetts State-House on the 'True Aim of the Study of Natural History'. He argued against the 'development theory'. . . . Prof. Huntington has resigned the post of Divinity Professor at Harvard. . . . Macaulay has left behind him materials for another volume of his history: so says the *London Post*, which also suggests that his correspondence, if collected, would make a fascinating volume and a valuable contribution to the history of England for the last thirty years. . . . Ex-Gov. Boutwell has resigned the Secretaryship of the Board of Education of Massachusetts, and has been admitted to the Suffolk bar.

VOLCANO IN NEW YORK.—We see a paragraph ascribing to the *Troy* (N. Y.) *Arena* the statement that there is an active volcano in Putnam county in that State, nearly opposite West Point, called Beak Mountain; that its crater is twenty feet in diameter; that it casts out 'vitreous and mineral substances of various kinds, together with fragments of trees', 'not unfrequently mingled with evidence

of animal existence'; that these masses are some times of several tons' weight, thrown out with a great roar and with fire and smoke. We do not credit the story, but it *may* be true.

THE MICHIGAN JOURNAL OF EDUCATION for 1860 is conducted on the plan of the *Massachusetts Teacher*, having a different editor each month.

INTELLIGENCE OFFICE.—The Editor of the *Teacher* can furnish to any one having occasion for such service the name of a gentleman who can teach Classics or Mathematics to any extent desired, and who has been Professor in a college, and now desires a new location.

A graduate of Antioch College, who has taught with good success the common and higher English branches, desires to obtain employment as a teacher in Illinois. He is permitted to refer to Messrs. R. Edwards, C. S. Pennell, Chas. F. Childs, and Sylvester Waterhouse, St. Louis, and has recommendation of Horace Mann. Address — Edgar Sowers, Monroeville, Huron Co., Ohio.

A teacher who can teach, in addition to the common-school branches, Algebra, Geometry, Surveying, Chemistry, Physiology, Rhetoric, and Book-Keeping, would like employment after March 31st. He can give satisfactory references. Address Dwight Chapman, Equality, Gallatin Co., Illinois.

SOME RECENT BOOKS.—*Self-Help*. By Samuel Smiles, author of the Life of Geo. Stephenson. (Ticknor & Fields. 75 cents.) A work giving encouraging instances of men who have helped themselves to knowledge, power, and usefulness. . . *Irvingiana*. A Memorial of Washington Irving. (C. B. Richardson, N. Y. 50 cents.) Various interesting papers concerning Irving, illustrated with Darley's portrait of him. . . *Life Without and Life Within*. By Margaret Fuller Ossoli. (Brown, Taggard & Chase. \$1.25.) This is the last volume of her works, composed principally of unpublished essays, edited by her brother, A. B. Fuller. . . *Introductory Lessons on Mind*. By Archbishop Whately. (Jas. Munroe & Co. 75 cents.). . . *The Origin of Species*. By Charles Darwin. (D. Appleton & Co. \$1.25.). . . *The Voyage of the 'Fox' in the Arctic Seas*. By Capt. McClintock. (Ticknor & Fields. \$1.50.) A narrative of the discovery of the fate of Sir John Franklin and his companions. . . *The Elements of Perspective, arranged for the use of Schools*. By John Ruskin. (John Wiley. 63 cents.). . . *Woman's Right to Labor; or, Low Wages and Hard Work*. Three lectures by Caroline H. Dall. (Walker, Wise & Co., Boston. 63 cents.) These lectures are full of information respecting the actual condition of women who are dependent upon their own exertions in civilized countries; what women can do is inferred from what they have done. . . *Morphy's Games*. A selection, etc., with notes by Lowenthal. (D. Appleton & Co. \$1.25.) Chess-players will find this an interesting volume. . . *Footfalls on the Boundary of Another World*. By Robert Dale Owen. (J. B. Lippincott & Co., Phila. \$1.25.) A book on the supernatural or spiritual forces that environ the human race. . . *An Appeal to the People in behalf of their Rights as authorized Interpreters of the Bible*. By Catherine E. Beecher. (Harper & Bros. \$1.00.). . . *Lectures on the English Language*. By George P. Marsh. (Chas. Scribner. \$2.50.) Mr. Marsh delivered these lectures in New York in the winter of 1858-9: the *N. Y. Tribune* gave reporters' notes of the lectures, which were very interesting; and we expect a great treat in the volume itself. . . *Paley's Evidences of Christianity, with Annotations by Whately*. (James Mil-

ler, N. Y. \$1.75.)... *Annual of Scientific Discovery: Year-Book of Facts in Science and Art for 1860.* David A Wells. (Gould & Lincoln, Boston. \$1.25.)... *American Almanac for 1860.* (Crosby, Nichols, Lee & Co. \$1.00.)... *The Historical Evidence of the Truth of the Scripture Records stated anew, with special reference to the Doubts and Discoveries of Modern Times.* By Geo. Rawlinson. (Gould & Lincoln, Boston. \$1.25.) The author is a classic scholar of eminence, and brother of Sir Henry Rawlinson, the decipherer of Assyrian inscriptions.

A STRING OF BLUNDERS.—“There are chords—there are chords”—Mr. Guppy used to say most solemnly. Mr. Guppy had not heard of the ‘harp with a thousand strings’, in which circumstance the readers of the *Teacher* are vastly superior to him. One of those strings most difficult to keep in harmony with ‘the dignity of the occasion’ is the string that makes the music of laughter, and which will some times get up a voluntary among the gravities of school, or even ‘speak right out in meet’n’. With this string in mighty vibration and some of Guppy’s ‘chords’, tugging at the corners of your mouth, do n’t be ‘of sad countenance, as the hypocrites are’, but let it out; and if gravity and dignity ‘go to smash’, pick up the pieces: they’ll soon be as good as new again. . . . ‘J. S.’ gives us the following: “The primary class in grammar were reciting: the subject was the use of capital letters. I had told the class that a capital letter should be used at the commencement of the name of the Supreme Being. To test their knowledge on this point, I requested some one to come to the blackboard and write the name of the Supreme Being. One bright-eyed little girl hurried up, and with all confidence and innocence wrote ‘Elephant’. She thought that she had been remarkably smart, until she saw my smile and heard the derisive laugh of some of the boys, who thought that eminence among quadrupeds could not quite entitle the elephant to divine honors.” . . . But the little girl’s power of misunderstanding is often matched among her elders. ‘H.’ tells us that in one of the ‘rural districts’ some where east, he went into a prayer-meeting where the tide of enthusiasm was high, and where they sung with spirit, if not understanding. Perhaps they thought the spirit required abstinence from the letter, for they sung without books. A part of the hymn on ‘the Way to Heaven’ they rendered thus, with evident enjoyment:

“This is the way the prophets went,
The road that leads to banishment!”

Doubtless they enjoyed the prospect of banishment, and thought it another name for Paradise! . . . ‘N.’ tells us of a ‘clerical error’ which showed some reading. “Not long since we heard a preacher (whom we will locate in ‘Egypt’) describing the Christian race. After the usual description of the Olympic games, in which the ‘tongue of gods’ was very badly handled, he took occasion to say to the audience, ‘The true Christian will never turn aside. I hope every one of you are a-going straight to the jail!’ Benevolent and complimentary, was n’t it? ‘Gaol’ and ‘goal’ were badly mixed in his mind.” . . . Now, from our knowledge of ‘N.’, we are sure that the ‘Egypt’ of which he speaks is some land of darkness not in *Southern* Illinois. We have been in the latter Egypt, and have heard some queer preachers there. One Baptist—not of the hard-shell kind—droned out his sermon in such doleful cadences that we thought we could take the pitch of it: and sure enough, by the aid of our tuning-fork, we found that he sung his discourse in C minor, signature three flats, with an occasional accidental *natural*. We brought away little of that sermon but the *key* of it. . . . In Central Illinois, a little less than

twenty years ago, an odd genius in the pulpit of one of our least cultivated denominations created quite a stir by his extravagant style of delivery and rare rhetoric. We rarely went to hear him, for we got his rich things from a large committee of the college boys who attended 'the show' regularly, and who retailed them on their return with a sufficient percentage of 'profit' added. Some gems, however, could derive nothing from any brilliancy of setting. Such was his grandiloquent peroration when, feeling the propriety of some touch of the classics in a town which boasted a college, he exclaimed in lofty enthusiasm, "E pluribus unum! ad infinitum! God over all! world without end!" . . . 'II.' tells us, too, of a school-committee-man in Massachusetts (not in Egypt) who visited his school, and, feeling that it was his duty 'to say someth'n tew the seule', discoursed feelingly of the death of a young lady; and, comparing her to a lovely flower transplanted to the gardens of Paradise, he assured the pupils that he had no doubt that she was then 'emitting as much *fragrance* as ever!' . . . That 'emitting fragrance' we do n't quite understand; but it reminds us of the next blunder in our budget, perpetrated by a zealous member of one of our 'secret societies', who informed his correspondent that in his town they were about to 'ereect a good berrying groun for the benefit of the oder'! (pronounced od-der, we take it.) . . . But 'erecting a burying-ground' may not be any harder than the next thing we come to; for 'C.' sends us the following; "The *Chicago Democrat* says, 'The prison at Alton will be removed to Joliet in July next.' We knew they were removing the prisoners, but did not think they would send the old cage after them two hundred miles and more. Will they run it up by rail, or get up a grand 'moving bee' among the Altonians?" Ah, friend C., the Chicago editor is so used to seeing great blocks of buildings 'screwed up' in Chicago that he thinks it no great matter to hustle up those old stone walls!

LOCAL INTELLIGENCE.

MACON COUNTY INSTITUTE.—The teachers and friends of education of Macon County met at Decatur, February, 9, 1860, pursuant to a call from the School Commissioner, and organized temporarily by appointing Mr. C. C. Burroughs to the Chair, and Mr. T. A. Shaw, Secretary. The Chairman stated the object of the meeting to be the organization of a Teachers' Association. A Committee was appointed to prepare a constitution and by-laws, and another to prepare a programme of exercises. The Committee on Constitution soon reported; and after the adoption of their report, Mr. W. O. Jones, of Decatur, was elected President, and Mr. T. A. Shaw, of Maroa, Secretary. In the afternoon the Association adopted a programme and went to work under it. The Institute continued in session three days, during which time, beside the usual exercises in arithmetic, grammar, spelling, etc., essays were read by Miss M. E. Davis on Compositions in Schools; by Mr. John Davis on English Grammar; by Mr. Brown on Reading; by Miss F. Wiley on School Discipline; by Mr. Bates on Geography; and by Mr. Kinsolving on the Bible in Schools:—and an address was delivered by Mr. Johnson on Mental Arithmetic. The subjects of Composition, Mental Arithmetic, and the Bible in Schools, were discussed.

On Thursday evening (9th) Mr. Bateman delivered an address. On Friday evening the extension of school terms from six to ten months was discussed, and Mr. C. T. Chase addressed the audience on General Education. On Saturday morning it was decided to hold the sessions of the Association semi-annually, and

to have the next meeting at Decatur, September 18th. Officers for the next meeting were elected: Mr. Jones, President, and Miss M. E. Davis, of Decatur, Recording Secretary.

The Association passed resolutions of thanks and compliments to the citizens of Decatur, Mr. Bateman, Mr. Chase, Mr. Burroughs (the School Commissioner), and others; also, the following were adopted:

Resolved, (2.) That this Association recommend that the school officers and teachers of this city and county favor the introduction of the Phonetic or natural alphabet in our schools as a medium through which to teach the common spelling and reading, until its value for that purpose shall have been tested.

(3.) That this Association deem it necessary that the practical and useful sciences which are connected with animal physiology, the cultivation and growth of plants, and the useful arts in general, be introduced as studies in our common and higher schools.

(4.) That, in the opinion of this Association, it is expedient to extend the term of schools annually taught to at least nine months.

(11.) That, in the opinion of this Association, ladies who receive the same kind of a certificate of qualifications as the gentlemen are entitled to the same compensation for their services as teachers.

(12.) That we deem it the imperative duty of the Directors of schools to attend the meetings of this Association, and they are especially invited to attend, as they ought, to hear the examination of teachers.

(13.) That a copy of the proceedings of this Association be presented to the county papers for publication, and to the *Illinois Teacher*.

On motion of Mr. Johnson, a committee was appointed to solicit subscriptions for the *Illinois Teacher*.

The report of the Critic was then heard, and, after congratulatory speeches and expressions of kindly feelings upon the part of a number of the members, the Association adjourned to the 18th day of September, 1860.

T. A. SNAW, Secretary.

W. O. JONES, President.

WHITE COUNTY TEACHERS' ASSOCIATION met at Carmi, Saturday, January 28th, adopted a constitution and by-laws, and elected officers for the year: President, Mr. N. B. Hodsdon; Recording Secretary, Mr. W. H. Johnson; and Corresponding Secretary, Miss M. B. Newell. Teaching exercises in grammar and arithmetic were conducted by Messrs. Berry and Hodsdon, and in the evening a lecture on Education was delivered by Dr. Gosling at the Court-House. A programme for the next meeting was adopted, and after adopting several resolutions the Association adjourned, to meet at Grayville on the first Saturday of April, at which time and place all the 'friends — *enemies*, also — of common-school education' are invited to be with them.

BOONE COUNTY TEACHERS' INSTITUTE meets at Belvidere during the first week in April.

COOK COUNTY TEACHERS' INSTITUTE meets at Harlem April 9, continuing through the week.

LEE COUNTY INSTITUTE is to be held at Amboy in the first week in April.

ILLINOIS COLLEGE.—The Catalogue of the current year shows that there are fifty-five in the classical course, twenty-four in the scientific, and fifty-three in the preparatory department connected with the institution. This institution is located at Jacksonville (but not a line in the catalogue hints at that important fact), and is one of the oldest colleges, if not actually the oldest, in the State, and is now under the presidency of Rev. Julian M. Sturtevant, D.D. The principal editor of the *Teacher* and his associate are graduates of this college, and hope to honor its training: we therefore take an especial interest in its welfare, and rejoice to see it

maintain a high position among our Western Colleges. Commencement is on Thursday, June 21st: the next college year begins then, the term opening September 13th.

MT. CARROLL SEMINARY.—The Second Triennial Register reports the attendance of two hundred and six ladies and one hundred and sixty-two gentlemen, total three hundred and sixty-eight. It is located at Mt. Carroll, under the charge of Mrs. Francis A. W. Shimer and Miss Cinderella M. Gregory, as Principals. The whole course of instruction is for six years: three years academic, and three collegiate. Especial attention is given to fitting pupils for teaching. We receive from this institution 'The Seminary Bell', a monthly well sustained by the pupils.

AGRICULTURAL EDUCATION.—A movement was begun at the session of the State Horticultural Society in Bloomington last January, which we hope may be productive of much good to the State of Illinois and to the cause of practical education. There are many difficulties in the way of the execution of plans for such an object, but we are not willing to believe them insuperable. If there had never been any colleges, the effort to establish them would encounter just such difficulties. We extract the following from the proceedings of the Horticultural Society as given in the *Prairie Farmer*, and let Mr. Chase's report speak for itself.

Mr. Chase, from the Committee on the President's Address, read the following report:

Your committee, to whom was referred the President's Address, would respectfully report: That most of the several interesting topics treated of in that document have been under discussion in the regular course of proceedings of your body. There is one, however, which, from its importance, demands especial attention at our hands. We refer to the subject of Horticultural Education for the youth of our State. No part of that excellent address has impressed your committee with more favor, or given them a higher estimate of the forecast and wisdom of its author.

We view horticulture as a branch of agriculture, and in speaking of the latter shall include the former. In this calling about three-fourths of the people of our State are engaged. Other branches of business have schools in which their candidates for admission must go through a course of preparation. The training received by those who enter the learned professions is given in richly-endowed and ably-conducted institutions. Then they are not only qualified to fill their posts with honor, but we see them in after life taking the lead of men more worthy and more talented, though less favored in their youth by educational advantages. The workshop, the manufactory, and the office, are schools in which are taught the theory as well as the practice of manufactures and commerce. Persons following these avocations are naturally drawn together in cities and villages, where the want of commercial colleges, mechanics' institutes, and academies of science, is felt, and where they are appreciated and fostered. In them the knowledge of the past is treasured, and by them transmitted. They are the repository of every new fact elicited, or improvement made, and through them the acquirement of that knowledge is rendered easy.

With farmers it is otherwise. Their business and habits of life render them solitary. Scattered over a wide extent of territory, each one is forced to pursue his own plans in his own way, knowing little what his fellows have done, except through the intervention of the agricultural press. We therefore find the tillers of the soil lamentably ignorant in the great first principles which underlie the science and practice of agriculture. Farming in the West, including particularly that elegant and important branch, horticulture, is, to a great extent, a system of disastrous experiments, based on undefined and often falsely-assumed premises.

It avails little that we, year by year, expend time and money in experiments, if our children must go over the same tedious processes after us, being none the wiser for what we have done. Some method of TRANSMISSION must be devised. The child should stand on the shoulders of his father, sweeping a wider field of vision; for so every generation, rising in the light of its predecessor, can start where the last left off, and thus, in process of time, attain a summit from which the whole field of science can be viewed.

To place the children on this vantage-ground, it is only necessary to teach them the valuable results of the experiments of the past. A single result may have cost the labor of a generation, and yet can be learned in a day. The possession of knowledge stimulates inquiry. Children placed at the top of the knowledge of their time are especially stimulated to add new facts as they take their places in active life; and thus, by systematic advancement, we may gain access, one by one, to the secrets of nature, until she shall cease to be an unexplained mystery. Knowledge imparts delight. A secret learned, a fact gained, attaches its possessor to the study investigated. The illiterate farmer merely stays and vegetates, while the educated man is enamored of his profession, and follows it with a zeal stronger than the attractions of commercial pursuits or the honors of public life. We regard this subject as worthy the attention of our ablest and best citizens, and, therefore, ask the adoption of the following resolutions:

Resolved, That a committee of five be appointed to call a Convention of the people of this State, to concert measures for the establishment of a permanent system of agricultural instruction on a practical and economical basis.

Resolved, That said committee be also instructed to lay before such Convention facts and statistics on the subject.

Resolved, That said committee be further instructed to confer with the Executive Board of the State Agricultural Society at their next meeting, with a view to securing the active coöperation of that Society.

All which is respectfully submitted.

C. T. CHASE, Chairman.

The report was received and adopted with loud applause, and was earnestly and enthusiastically supported by numbers of the leading members. On motion, a committee was appointed to confer with the Executive Board of the State Agricultural Society, and call a Convention to consider the matter. Messrs. Overman, Dunlap, Manierre, Chase, and Galusha, were appointed such committee.

BOOKS AND PERIODICALS.

THE GRAMMAR OF ENGLISH GRAMMARS. By Goold Brown. New York: Samuel S. and William Wood. Fifth Edition (1860), revised and improved; 1102 pages, large 8vo., sheep binding. \$4.50.

THE INSTITUTES OF ENGLISH GRAMMAR. Same author and publishers. 335 pages 12mo. 60 cents.

THE FIRST LINES OF ENGLISH GRAMMAR. Same author and publishers. 122 pages 12mo. (half bound). 25 cents.

We have been favored by the publishers with the latest editions of the above works, advertisements of which, containing many recommendations from eminent sources, may be seen in the advertising sheets of this number of the *Teacher*. Of the smaller works we shall say few words. The *Institutes* is a popular text-book, and is particularly excellent for its clearness of expression, fullness, well-designed arrangement of subjects, and abundance of examples for illustration and practice. It is, moreover, well printed, which is no trifling matter. The *First Lines* is entitled to the same commendations; we think, however, that children should never be set to studying grammar with a text-book; at least with any text-books we have ever seen, or expect ever to see. But if teachers accept the current doctrines of grammar and desire to teach them, they will find them well presented in the *Institutes* and *First Lines*.

The Grammar of Grammars is not a text-book, but a book of reference: it might be used as a text-book in colleges, normal schools, and similar institutions; but its purpose is to furnish to teachers and scholars — by which term we do not mean pupils, however — a complete work of grammatical doctrine and criticism, interspersed with exercises of correction of errors and of correct practice: a work covering the whole field of grammar as ordinarily understood, embracing orthography, etymology, syntax, and prosody. The work was first issued in 1851, twenty-seven years after it was first planned; and the revised edition was issued in 1857, about the time of the author's death. Mr. Brown certainly fulfilled his intention as near as ever man did in a work on language. The subject is a vast one; and we never refer to this book without a feeling of admiration at the immense labor performed in the composition of this work. Its pervading characteristic is minuteness and thoroughness, sustained with a conscientious consistency

which is worthy of great praise. The result is a work which a scholar must commend highly, whether he agree with the author's doctrines or not. We happen to belong to a class of dissentients from the prevalent doctrines of English grammar which Mr. Brown treats with scornful dogmatism; but we none the less say of this book that it is a magazine of information on the subject of which it treats such as we could not spare from our library. When examining a grammatical question our first reference is almost of course to this cyclopedia. Thus accounting it a reference-book of first rank for value in its department, we should like to see it in every school where grammar is taught. It should belong to the school, and not to the teacher; though he should have his own copy if he can afford it. But it should belong to the school as a part of its reference library, along with Webster's Dictionary, Lippincott's Gazetteer, and similar works. Few public-school teachers can afford to own such a work, while all have occasion for it; and the school-district can easily meet a demand so trifling in comparison to its resources. A critical scholar will not long be without it when he knows its value.

This edition is enriched with what was much needed in former editions, a copious index; this has been prepared by Mr. Samuel U. Berrian. The work is well printed, on good paper, handsomely bound, and embellished with a portrait of the author. The publishers take pains to issue the book in a style corresponding to its merits.

GRAY'S BOTANIES: I. *How Plants Grow*; 75. II. *First Lessons in Botany*; \$1.00. III. *Manual of Botany*; \$1.50. Chicago: S. C. Griggs & Co. New York: Ivison, Phinney & Co.

These are part of the valuable series of botanical works of Prof. Asa Gray, of Harvard University. 'How Plants Grow' is intended as a 'Botany for Young People'. It is arranged in two parts (1 vol.); the first arranged under the following heads:

1. How Plants Grow, and what their Parts or Organs are.
2. How Plants are Propagated, or Multiplied in Numbers.
3. Why Plants Grow, what they are made for, and what they do.
4. How Plants are Classified, Named, and Studied.

Part Second contains a classification and description of the common plants of the country, both wild and cultivated. They are classified according to the Natural System.

We like the book. The publishers have done well in the execution of the work, and we think that the author has avoided the error of many who prepare elementary works: namely, to simplify and dilute truth for young people, till 'milk for babes' becomes thin *milk and water*. Just such a book is wanted in our common schools, and teachers should know how to use it.

The *First Lessons in Botany and Vegetable Physiology* "is intended for the use of beginners, and for classes in the common and higher schools." It aims to present such instruction as shall prepare the pupil for such works as describe the plants of a country; also, to introduce the *Manual of the Botany of the Northern United States*. The book is independent of 'How Plants Grow'. The illustrations of the book are very good. We commend the following extract from the preface to 'book-makers' who use so much space with *questions*, and we deem it a mark of good sense in the author:

"To append a set of questions to the foot of each page, although not unusual in school-books, seems like a reflection upon the competency or faithfulness of teachers, who surely ought to have mastered the lesson before they undertake to teach it; nor ought facilities to be afforded for teaching, any more than learning, lessons by rote. A full *analysis of the contents* of the lessons, however, is very convenient and advantageous. Such an analysis is here given, in place of the ordinary table of contents. This will direct the teacher and learner at once to the leading ideas and important points of each lesson, and serve as a basis to ground proper questions on, if such should be needed."

The *Manual of Botany* contains a classification and description of plants found in the Northern United States east of the Mississippi, including, also, Kentucky and Virginia. From the examination we have been able to give it, we deem it of equal merit with the other books of the series. We can not give it a test examination very easily at this season. In our higher schools such books as the First Lessons and Manual deserve more attention. Prof. Gray follows the *Natural System* of classification.

GRAMMAR-SCHOOL SPELLER. By W. W. Smith. A. S. Barnes & Burr.

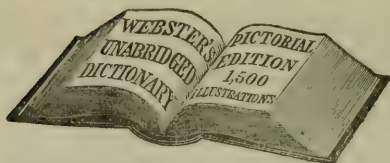
A book intended for use with intermediate classes, arranged so as to give the *rules* for spelling, with a large number of words under each. One feature introduced here we like much. Over fifty lessons of *false* spelling are given, which the pupils are to present corrected. The publishers say there is a key to the false spelling, which will be furnished to any wishing it. They will do the country a service by using up their '*keys*' for waste paper. A teacher whose knowledge of the words and use of a dictionary will not enable him to tell the correct spelling is unfit for his place, and pupils can get keys almost as easily as teachers. The introduction of a key into a school would neutralize the value of those exercises. We find *judgement*, *abridgement*, in this, instead of *judgment*, *abridgment*, etc., as in Webster.

PRAIRIE FARMER.

The last half of the year 1859 lies before us in a neat volume bound substantially. We regard this as a very valuable paper, not only to the farmer, but to the teacher, especially in the rural districts. No 'blood-and-thunder' stories, none of the trifling trash of current literature, but matter of direct practical value to the farmer and naturalist. We all need to know more of the *ground* work. We know of teachers who have the *Prairie Farmer* read weekly in their schools, and commend the example to others. C. D. Bragdon, one of the editors, many of our teachers know, as also H. D. Emery, the other editor. Published by Emery & Co., Chicago, Ill. \$2.00 per year; \$1.50 club rates. Teachers who wish to test our judgment of the *Prairie Farmer* will do well to note the following from a late number:

"We will send the PRAIRIE FARMER for one month free to any person or club of persons who will send their address to us. . . . No one need fear that the paper will be sent longer than offered, as it is published on the advance-pay principle."

Notices are prepared of Redfield's Chart and of Tower's Grammars: we have also received for notice *Bible History for Schools*, by Mrs. Hanna, from A. S. Barnes & Burr, and, from the same, *American Normal Schools*: from Brown, Taggard & Chase, a set of the *Primary-School Tablets*.



WEBSTER'S UNABRIDGED DICTIONARY.—PICTORIAL EDITION.—1500 ILLUSTRATIONS. "Get the Best."

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1,500 Pictorial Illustrations. 9,000 to 10,000 New Words in the Vocabulary. Table of Synonyms, by Prof. Goodrich. Table giving Pronunciation of Names of 8,000 Distinguished Persons of Modern Times. Peculiar Use of Words and Terms in the Bible. With other new features, together with all the matter of previous editions.

In One Volume of 1,750 Pages. Price \$6 50.

Recommendations from Presidents of Colleges.

Within the last few weeks the Publishers have received flattering testimonials of the merits of this edition from nearly **THIRTY** Presidents of as many of the leading Colleges of the United States. Among them are from Presidents Frelinghuysen of Rutgers, Walker of Harvard, Hopkins of Williams, Stearns of Amherst, Cummings of Middletown, Nott of Union, Wayland of Providence, Jackson of Hobart, Woods of Brunswick, Lord of Dartmouth, Pease of Burlington, Ballou of Tufts, Gale of Galeville, Ciampi of Holy Cross, Murphy of Abington, Labaree of Middlebury, Andrews of Marietta, Fisher of Hamilton, Read of Shurtleff, Sturtevant of Illinois, Collins of Wilkinson, Anderson of Rochester, &c. In them are expressions like the following:

"An honor to American science, taste, and criticism." "An enduring value and authority." "Never found any work which so uniformly satisfied my inquiries." "Has ever since been my constant companion in my practice at the bar, and for the last five years upon the bench. I have ever found it a safe counselor, and an indispensable help in my preparation and decision of cases." [Pres. Gale, once on the Bench.] "For the sake of my country and the English language, I rejoice in the wonderful standard excellence, as well as celebrity, your Dictionary has attained. It is a work for the present and for all coming time." "Stands unquestionably preëminent." "There seems every prospect that it will be the standard book for this country, at least, if not for England. I am content it should be so." "This truly great and national work." "A complete apparatus for all purposes of reading and understanding English and American literature. Is it difficult to conceive of anything that could be added, to fit it for these ends." "A vast treasury of knowledge, the whole of which is needed by every one who uses the English language, either as a writer, a speaker, or a reader." "Ought to be a part of the furniture of every American house." "We long ago accepted Webster as the *standard* in our college, and the experience of every term strengthens our conviction of the wisdom of our choice." "So long as you continue to incorporate all the improvements which are developed in the science of lexicography," &c., &c.

Perhaps, however, the opinions of no gentlemen upon such a subject can be more satisfactory than those of our

State Superintendents of Public Instruction,

selected for their qualifications to take charge of the educational interests of the country — more especially our great Common-School system — watching constantly with intelligent scrutiny every influence bearing in this direction. Whose opinions can be more valuable, therefore, than those of such gentlemen as to the **ENGLISH DICTIONARY** best fitted in its **DEFINITIONS, VOCABULARY, ORTHOGRAPHY, PRONUNCIATION, SYNONYMS, ILLUSTRATIONS, TABLES**, and other features, to aid in true mental culture? The following, from such sources, are respectfully submitted:

From Hon. R. RICHARDSON, Supt. Public Instruction, Kentucky.

OFFICE SUPT. PUBLIC INSTRUCTION, FRANKFORT, KY.,
January 19, 1860.

MESSES. G. & C. MERRIAM—Gentlemen: No lexicographer has ever contributed so much to knowledge and its diffusion among men, as Noah Webster. No elaborate work of the kind, in any language, has ever been so widely distributed, or wrought such good results, as Webster's Unabridged Dictionary. I shall unhesitatingly recommend these works, as, taken for all in all, the *best series of Dictionaries that can be used in our Common Schools* in Kentucky.

From Hon. N. BATEMAN, State Supt. Public Instruction for Illinois.

OFFICE OF STATE SUPT. OF PUBLIC INSTRUCTION, SPRINGFIELD, ILLINOIS,
Jan. 28, 1860.

The pictorial illustrations: the copious table of synonyms; the large addition of new words; the proper pronunciation of the names of distinguished persons of modern times, are among the new features which greatly enhance the value of the present edition.

To millions of American youth, Webster's Dictionary has been, and is, a familiar book — an ora-

ILLINOIS TEACHER.

VOL. VI.

APRIL, 1860.

No. 4.

DISCIPLINE.*

I ONCE stood on a mountain side in New England, in the midst of a wild and tangled undergrowth weaving its meshes with the giant trees, and saw the rocky cliff and heard the mad rush of the bounding stream as it leaped, uncontrolled, onward to mingle its waters with the ocean. The solitude, the untamed wilderness, told of power, power which could be felt, power which awed by its presence.

Time passed. Again I stood on the same mountain side. The rugged rock was there, the great oak and the stream were there, but how great the changes wrought! Across that once wild stream, at the very place where it took one of its wildest plunges, a dam had been thrown; along the rocky cliff toward the valley I followed a race. Here a gate was placed to stop the headlong rush of waters; there a bend to turn around an opposing rock. Wisdom and skill had both been at work to restrain and overcome the untamed wildness of the stream: advantage had been taken of its own impetuosity in leading it down to turn the massive wheel driving the machinery, fashioning the products of a nation's comfort and welfare.

I saw this, and learned a lesson of guidance, of control. I learned how to exercise power. . . . I learned that the stream, so wild and uncontrolled, could, when taken at the proper time and led in the right direction, be made subservient to a useful end.

You might have thrown a hundred dams across the stream at the base of the mountain, but the accumulated flood of water would have swept them all away; you might have dug the flume where it would have been most convenient, and been beautiful as a work of art, but the stream would have dashed on in its own native channel. It was

* An Essay read at the State Teachers' Association, by Rev. C. H. FOOTE, of Jerseyville.

necessary to take the stream at the right point, and lead it in the right direction, if you would turn your mill: I saw this, and learned a lesson of control, guidance of power; and I find in it now an illustration of what I mean by Discipline.

The end of a true school is to fit the young for a useful life, for a peaceful old age, and a happy exit from earth: no one can teach *well* who does not recognize this as the real end of teaching school. To teach with such an end in view requires faith—faith in the unseen, and almost in the unexpected.

The question How to lead childhood toward this end is the teacher's every-day earnest question, and if he is a Christian teacher his daily earnest prayer.

I wish not to decide what studies are to be pursued, but how to lead the child, with his wild, untamed nature, with his sinful dislike to control, toward a useful life and a peaceful death. Remember, you could not have taken that wild mountain-stream and drawn it in a smooth channel: you must take it as you find it; you must dig your flume at the right starting-point, and where it would control the stream.

No teacher, less than divine, can take any child and bid it walk in just so long a time, and by just so many steps reach a given point. You must have your end always in view; but the stubbornness of will may not be walled-up-against when at its flood: you must go farther back and put in your dam. You may not direct a hitherto badly-taught boy to do what he feels he can not do. You may not bid him at a given moment, and in a given way, have a fondness for a study which he has been made to dislike. You may not attempt, even, to compel him to master at once a long-neglected branch of study. There are some things which can not be done by the intellect at certain times.

If in time of wild, gleeful play the youngster is summoned to his early lesson in mathematics, how can he bend his mind to the task? It can not at once be done as a matter of will. It never is done by coercion, although so often attempted; and, I doubt not, many a really fine mathematical mind has burned to ashes on the altar of a teacher's will bent on discipline:—alas! how many never recover—when the real end might have been gained by a little delay and management.

HOW SHALL WE DISCIPLINE?

Our subject here divides itself into the three divisions: Physical, Intellectual, and Moral. The latter it is not our province in this essay to discuss. As to Intellectual Discipline, I may not dwell upon it, yet it must not be passed altogether.

I would say, the whole mind, all its powers, must be educated symmetrically. If you have to deal with a mind having a fondness for

one branch of study in which it would excel, educate that fondness to the utmost, putting in other studies at the right time and in the right way — not thrusting them in when least welcome, not endeavoring to overmaster the great passion, but controlling it, leading it along the channel which must be dug for that mind, for that individual mind, rather than in one dug by theory for mind in general.

All sound minds are similar in some respects: all have memory, but all minds can not follow Newton, La Place, or Leverrier. It would be idle, then, to attempt to lead all minds through a course of the Higher Mathematics.

You will understand me. I would never place an intellectual obstacle in the way of a child's mind simply for the purpose of discipline: it will fret and worry the powers, even if the difficulty is mastered, and often will lead to discouragement — and mental discouragement is almost mental death. Encourage the mind, take advantage of its likes and tendencies, show it what can be done, giving it an idea of power, thus leading it away from the wrong and around the difficulty, and your work is begun. I would never yield to mental frowardness, but I would take advantage of this very frowardness, dig my flume around the obstacle. I might blast the rock which impedes my progress, but in so doing my flume would be destroyed; I would master every difficulty, by stratagem, perhaps, but always master it.

It will require skill, wisdom, faith, and a nobility of soul, thus to discipline, and I could never hope to do it without help from above; but when once it is done, another skillful, wise, noble soul is fitted for a true life, a glorious end.

But our third division demands our notice.

When we speak of Discipline, we commonly mean hardly more than restraint of body. One of the first requisites of a teacher is, that he be able to keep the bodies of his pupils quiet. A school is very still, no noise, no movement, and it is said 'that school is well disciplined'. We accept the definition, now that our idea is clearly understood.

How, then, shall a school be physically disciplined? Our answer is read in that wild mountain-stream, wild and untamed, drawn aside, controlled, led toward a useful end. This control can be exercised, this leading can be done, for obedience to law is natural to man. It is the fiat of Omnipotence that all created things should obey, so that at the outset a competent teacher has this advantage. Could I have a model school, I would have only such pupils as could be left to obey the true law of nobility, "Do unto others as you would have them do unto you." I would have a teacher to instruct, to give forth. I would have him able to form the key with which to unlock forbidden doors. . . . We may not have this, but I believe in any

school the prevailing voice may be found on the side of good order and right. Have a school govern itself. Give the idea a prominence that the school belongs to the scholars, and not to the master. This appeals to pride, but it is the pride of self-love, and is right. I say again, manage to have your school govern itself, and I will call you a good disciplinarian, and not before. He would be a poor stick of a school-master who could not prevent an ordinary school from throwing him out of the school-house; but if all his energies are given to this but little teaching is accomplished. That teacher who is always on the watch for every contortion of face, and ready to chastise the boy who moves heavily a clumsy boot, will not lack for opportunities to use the rod; but I would not have such a man to teach my child. I would, therefore, have but few rules—the fewer the better. It is next to impossible to form a rule so that no exception shall arise; and an exception breaks your rule, and children can not comprehend exceptions.

If a school has bad physical habits, I would discipline that school as I would lead the water to the water-wheel. I would first determine my end, then study each case and lead it in the best way for that case. I would have it for my Mede and Persian law *never to govern for the mere sake of government*. I would never control for the mere sake of being master; I would never oppose a child for the sake of breaking the child's will; I would never discipline for its own sake.

Let private faults be dealt with privately. Let all acts against your wishes, comfort, or convenience, be settled between yourself and each child. If you have never considered how very few are the acts of wrong which concern the whole school, you would be surprised upon making such an examination.

In teaching, the object is not that your authority as master be vindicated, but to lead your pupils to a good and true end. This makes teaching a most noble work, and puts discipline where it belongs—as a means, and only a means. Discipline if you will, but take care how you raise a standard for all which can only be applied to individual cases. Suppose God gives you a bright and beautiful daughter, whose soul, in harmony with nature, drinks in with delight the pleasures with which she is surrounded. Every leaf with its delicate frame-work, every flower with its bright petals, is to her a thing of joy. Communion with these things is your child's life. And suppose another child of hard matter-of-toil parents, with mind and heart regarding food and work as almost the whole of life. Put these children, so opposite, in the same school. The one might pull flowers to pieces all day and cover your floor with leaves and petals, yet all the time be learning lessons of skill, design, and beauty, never to be forgotten; the other child

would make a litter and annoy you in doing the same work. I could never, even for the sake of discipline, make a rule that my children should not pull flowers to pieces in the school-room. Your child might, with slate and pencil, and a few words of encouragement, make attainments in drawing which would in after years develop in an artist's triumph; another child, with slate and pencil, would do nothing but scratch, annoying you beyond measure. I could not, even for discipline, make a rule excluding attempts at drawing by the smallest child.

I send my child to you, to be taught Discipline if you must; but I pray you discipline my darling as God, her Father and your Judge, designed that SHE should be controlled. Do not dig a flume which may be the best for another child and compel my pet to go in this channel, lest you crush out every noble impulse.

Teacher, Discipline is not your end. To lead to usefulness is your end. Do this by encouragement, helping to overcome difficulties, guiding around obstacles, checking impetuosity, urging on the right, and your reward shall be great on earth, greater in Heaven.

THE LAST SNOW OF SPRING.

Softly, whitely, falleth the snow,
Like down from an angel's wing,
As it hastes to the darkened homes of earth
Some message of love to bring.

Whence do ye come, ye fairy flakes?
And what is your mission here?
Why did ye leave your shining realms
For a world so dark and drear?

Ye crown earth's brow with chaplets white,
And o'erwreath the dead vine-bowers;
The leafless boughs of forest trees
Ye garland with snow-wrought flowers.

Ye are very fair, but ye may not stay
In this land of storm and blight;
Earth's dusty air would quickly dim
Your radiant robes of white.

Ye are very fair, but all too soon
Will ye seek yon far-off dome;
To-morrow's sun shall waft you back
To your misty, cloud-built home.

MAUDE.

CHARTS AND CARDS FOR PRIMARY SCHOOLS.

WE rejoice at the indications of a growing feeling that Primary Schools are of the first importance. It has long been the popular idea that a teacher acknowledged to be unfit for advanced teaching might still 'do very well for small children'. The most thorough educators in Europe and America have written, and talked, and worked, for better things for more than a hundred years; but the popular opinion has hardly been favorable to such ideas in any but limited localities. The advanced instruction has been that on which the greatest expense and care has been lavished. It has been much as if a man should set out an orchard and let the trees take care of themselves till he thought they should bear fruit, only occasionally plowing through the midst of them, and then rouse to the necessity of pruning and trimming, clearing off worms' nests, and clearing away weeds and grass from the few that may have had vitality enough to survive such care as they have had. In too many of our graded schools little care is exercised in procuring suitable teachers for the primary pupils. Primary schools 'are too often regarded as unimportant, though unavoidable, appendages to our common-school system'. There is not so much an advance of new views on this subject as a growing power of old ones in the public mind. We have of late had our attention called to several indications of change in the feeling that 'any body would do to teach a primary school'. It has before been noted in the *Teacher* that St. Louis has abolished the distinction in qualifications and pay between grammar and primary school teachers. The late Report of the Peoria Public Schools lies before us, in which Hon. Jacob Gale, the Superintendent, urges the greater need of specially-qualified primary teachers.

Another thing marks the change. A few years ago scarce any charts were before the public for primary use in reading, writing, or drawing. Large charts, for what were to be only advanced classes, could be had; but few teachers or patrons had any idea that these could be made use of with small pupils, and had little idea how they

were to be used even with older pupils. But now there are elementary charts in connection with many of our series of readers, which will aid much in teaching either by the 'word-method' or by the old one. An excellent set of cards has been before the public in connection with Webb's Readers, called Webb's Normal Charts. We do not remember to have seen them in any school in this State, though we know there are a few sets in use here. Epes Sargent publishes a set of six cards with his Readers, intended for teaching to read by the word-method and for elocutionary drill. They are sold for \$1.50 for the set, and are in some of our western schools. At the revision of McGuffey's Readers, not long since, the publishers added a set of cards similar to Sargent's. A considerable number of these are in use in the State, and are highly valued by those using them so far as we know. There are six cards in the set, which cost one dollar on paste-board or twenty-five cents in sheets. The size of these various cards is from twenty by thirty to twenty-four by thirty-six inches. The sheets of McGuffey's Cards can be sent by mail. We are informed that C. W. Sanders is preparing a similar series of cards. These will doubtless be considerably introduced where his readers are in use. In all the sets we have mentioned instruction in *reading* is the prominent object. So far as that goes, they are all valuable. But we want for primary schools additional charts. We would have objects presented for drawing, for instruction in form, and would be glad to have charts to represent animal and vegetable forms, in addition to forms of common utensils and tools. Script type is used in printing some cards in each series we have named, so that a pupil can receive instruction in writing from them. We remember, in a German school-room we once visited in the city of St. Louis, to have seen upon charts figures of the pint, quart, and gallon; measures of the inch, foot, and yard, with many other practical drawings. A few American schools in the United States have similar charts, as well as the objects themselves, for illustration, when that is possible, as in Wright's; but we know of no form in which any such thing is before the public at popular prices.

A set of cards has come under our notice within a few days which we hail as a great advance in bringing natural modes of instruction in various steps of primary teaching within the popular reach. John D. Philbrick, Superintendent of Boston Public Schools, has prepared a set of twenty cards, called Boston Primary-School Tablets, which embraces what is given in other sets referred to, and much besides. The cards are lithographed, are twenty-two by twenty-eight inches, and cost four dollars in sheets, or five dollars mounted

on pasteboard. Tablets I and II present the forms of letters used in printing, without the distinction of light and heavy strokes. Tablets III and IV present the written letters. The proportions for the letters are marked upon them, so that these two would be valuable to teach writing from in a school of any grade. The writing is very good. Tablet V presents drawing-lessons, straight lines and curves, in various plane figures and arrangements. Tablet VI presents drawing also, with more of complicated figures, continued through Tablets VII and VIII, the latter containing some figures of animals. Tablet IX shows the alphabet, with the actual differences of heavy and light lines. Tablet X classifies letters of similar formation. Tablet XI illustrates eighteen vowel and twenty-four consonant sounds of the language. Tablet XII gives combinations of consonants for vocal drill. Tablets XIII and XIV have syllables for reading and pronunciation. Tablets XV and XVI have short words and sentences upon them, and might be used in teaching by the 'word-method' or in the ordinary way. Tablets XVII and XVIII present the various marks of punctuation and reference used in printing. Tablet XIX gives numbers as high as one hundred written in Arabic characters. Tablet XX shows the Roman notation.

These Tablets, as well as Webb's and Sargent's Cards, are sold by George Sherwood in Chicago. The use of such cards properly and profitably requires some other teachers in the primary school-room than the cast-off applicants for advanced positions. We greet the appearance of Mr. Philbrick's cards quite as much for the impetus they will indirectly give in crowding aside the inefficient *school-keepers* in many of our primaries as for their direct aid in presenting matters to the eye of a pupil. In truth, introduced into many of our primary schools with their present teachers, the cards would be of little value. We rejoice to know that there are primary teachers, however, to whom such cards will be a great aid, and in whose hands we trust they will be, to aid in suggesting new topics and promoting system, in pursuing old ones. We trust some one will follow this matter further. We want still more of diagrams and drawings in such cheap forms that they can be in every school-house. We want also tangrams, or forms that may be handled to a greater extent than has ever been the case, to teach the young child by actual observation, not so much by imagination, at an age when that is little developed. A book is in preparation to accompany the Boston Primary Tablets, which we hope will fully realize the anticipations the Tablets and the ability of its author excite. The City of Chicago has adopted the Boston Tablets for its primary schools, sixty in number.

S. T.

F A C I N G F A C T S .

IF there is one thing that, more than any other, is impressed upon our mind when we look upon the real condition of our schools, it is the consciousness that the positive, and independent, and certain knowledge acquired by our pupils is below the usual estimate formed of it, not only by parents and friends, but even by the teachers themselves. In other words, our pupils don't know so much as they have the credit of knowing. This false estimate might be a harmless as well as a pleasing delusion, were it not for the sad consequences which such a delusion brings upon our schools. But, before detailing these consequences, let us look at the facts and the causes.

The fact that our pupils have acquired less than they are generally supposed to know is usually attested whenever an intelligent stranger hears a class recite; whenever a pupil passes from one school and joins another; whenever a new teacher enters a school-room; whenever a school is examined by written or printed questions not made by the teacher; whenever a boy, taken from school, attempts to apply his knowledge in the counting-room; whenever, in short, any thing occurs to disturb the routine of the school-room, or to throw the pupil upon his own resources. I do not know of a single case in which printed questions have been employed for the examination of candidates for admission to a school of higher grade in which there has not been a general disappointment at the result. Such, I venture to say, is the testimony of the teachers of the Normal and High Schools of the State in regard to examining candidates for admission to these schools. The very pupils who have just participated in a successful and splendid examination at the close of their former school come, loaded with the praises of school-committee and friends, to be disappointed and chagrined by their most provoking and unaccountable blunders in passing the trying ordeal of an examination in which they are thrown back upon their real attainments and their positive and independent knowledge.

I am convinced that the pride of the community would be somewhat wounded if the plain and simple facts in the case in question could be brought before the public.

Secondly, let us inquire for the causes of this overestimate of the acquirements of our pupils.

First, the interests of committees, parents, teachers, pupils, all combine to give the most favorable representation of the success of our schools. No one is interested on the other side. Our schools are

general objects of affection and pride. Almost no one is willing to traduce them. They are justly becoming, more and more, the objects of the highest interest to the man who loves his country and his race. The whole tide of interest and feeling setting thus in one direction, is it strange that the public judgment should be carried out of the channel of sober truth?

Again, the routine of the school-room is so soon learned by the intelligent pupil that, falling into the line of march, he appears to move like a well-trained soldier, when in truth he is only marching as he does because the rest do the same. He soon learns the teacher's kind and suggestive way of putting questions. He soon learns that the same kind of questions recur from day to day. He soon perceives that the teacher's mind runs to-day in the same channel in which it ran yesterday, and thus he knows what to anticipate, and makes the supply meet the demand. I have heard of text-books in a college in the margin of which were written, by the kind-hearted student who used the book in the preceding year, friendly hints to his successor in ownership in regard to the proceedings on the part of the professor. One note may read, "Here comes in the story of the identity of a jack-knife." Another may forewarn him of "the laughable account of the man who did n't believe in witches." At this last point the roguish fellow circulates a note in his class, assuring his classmates of what is coming, and urging them not to laugh. In due order the story is told: the professor is in his best humor, he knows he is doing finely and shall bring down the house. He prepares to join in the fun, throws himself back in his chair, and gives full vent to his feelings; when, lo, the very rogues who almost provoked him with deafening applause at the last indifferent story now witness his crowning effort without the slightest emotion. What did it mean? Why, simply this: that the professor, like too many other teachers, had traveled so long in the same track that his students knew precisely where he would put his foot down next, and prepared themselves for the event.

We believe that teachers are not generally aware how many perfectly needless questions they ask,—needless, because their pupils have long since heard them again and again, and are really hungry for something new. We have detected ourselves, we confess, in wasting our time in asking questions which we knew our pupils could answer, and in regard to which they needed no more instruction. We did it from habit. We forgot the past for the time, and simply repeated the past. We are not objecting to reviews, but we simply object to 'vain repetitions'—to that listless mode of teaching in which the teacher works like a mule in the mill, walking the same unvarying round, day

after day, till his pupils learn the step and need but little effort to keep up with their instructor. Such a teacher is not himself aware how sadly his pupils will fail when thrown upon their independent resources, or when any event breaks the routine of the school-room.

Public examinations of our schools often delude all who witness them. Many causes then conspire to tinge every thing with the brightest colors. The teacher, however honest, then feels at liberty to show the fairest side of things. His reputation is at stake. His school is to be compared with others. He can hardly feel it his duty to expose the defects of his pupils. He is loth to ask questions which he fears can not be answered. He does not believe it his duty to give prominence to his poorest scholars. The committee, too, sympathize with the school. They almost always flatter. They some times nearly shock us with praise which we know to be undeserved. But the spectators, who, perhaps, have not had a good opportunity to judge correctly for themselves, believe the most flattering words, and repeat them in the neighborhood. Thus the delusion spreads, till the community wonders at the astonishing progress of our modern schools. Old people, with a sigh, lament the ignorance in which they were reared, and bless their stars for the rich and wonderful advantages which their descendants are permitted to enjoy. Far, indeed, be it from us to undervalue these advantages, which we know are great and precious; we only wish to guard against the evils of grossly overestimating them.

Again, there are causes of a more latent character which tend to delude the friends of our schools in regard to the real attainments of our children. Prompting in classes is an evil, we mistrust, more widely spread than almost any one is aware of. There are so many modes of prompting, it can be done so silently, that he is a shrewd teacher who expels the practice, in all its forms, from his classes; while we suspect there are not a few teachers whose indifferent pupils often rely almost wholly upon their more intelligent classmates, in the recitation-seats, for their success in reciting. We have witnessed a recitation in which pupils actually kept their books open before them. While the teacher is, perhaps, diligently searching for a new question, the pupil is as diligently searching for the answer. Such a pupil may make a fine show with a very small stock of knowledge. We might also refer to the great amount of aid which pupils derive, especially in the mathematics and classics, from older and more advanced school-mates, from published translations, from manuscripts left by former classes, from parents and friends at home, from working by rules which are not understood, from solving problems by rote or imitation of some other solution, from keys and notes, from almost any source ex-

cept original, independent, patient thought. All these aids tend to give too flattering an aspect to the condition of a school. Even our colleges are not free from these evasions of study and reflection. Translations buttoned up under the student's coat; leaves torn from a forbidden work and incorporated, by mucilage, into the student's text-book; solutions of problems, or leaves from the Geometry or Calculus, appearing just at the right time through a hole in the floor, at the very feet of the anxious student, who relies for success upon his friend in the cellar—artful, cunning devices, which none but college students could invent—all conduce to set off a class with borrowed ornaments and to varnish over the real defects which a want of study and thought have produced.

Lastly, the evils of overestimating the actual proficiency of our schools are so obvious that we need only to refer to them.

First, and most patent, is the evil of removing pupils from their schools to places of business, under the impression that their education is thoroughly attained, when, in fact, it is as yet but well begun. This evil is, perhaps, the greatest which our schools suffer, and it will not be suppressed until teachers and committees face the facts, and dare to disclose the precise truth. Better that there be no examinations than that the community should be deceived and deluded. Better that our schools should lose their *éclat* than that our children should not be educated to think, to labor, to rely upon their own intellectual powers. If the parents of our pupils knew just how poorly and how well their children were educated, they would often allow them to remain longer in our schools. We should then have more classes than we now have which would not need to be lifted along by the toilsome labor of the teacher. We openly confess it, more than half of our own pupils are wading in water that is too deep for them. They have entered our school too early by a full year. They are studying Algebra, for example, but do not well comprehend Arithmetic. To apply the whip of reproof, or the spur of ambition, is of little service; the real difficulty is that they can not draw the load. They have not thought enough. They feel their need and grope about for aid. We repeat it: this is only true of a part of our pupils, but this part is far too large. We are mortified at the small number of our pupils who master the more difficult parts of our course of study by relying on their own powers. Under a false notion of their real attainments, these pupils have been urged along, almost always pursuing some study which is too difficult for them, almost never experiencing the delight of having done one hard thing, of having solved one real difficulty, without help.

The evil in question is, we fear, increasing. The time, forsooth, is

approaching when new modes of instruction and improvements in our school-books shall be such that our children will be educated at a much earlier age than now, and almost without the labor of thought. The time of going afoot shall cease, and every boy shall ride; the text-book shall be his coach, and the teacher his horse.

Other evils might be mentioned,—evils to the health of mind and body, arising from advancing pupils to higher studies before they are mentally or physically able to pursue them; evils to the moral nature, by pretending to know more than one does know; evils to intellectual habits, by early indulging the mind in superficial modes of study; evils to character, by cultivating in youth the habit of dependence upon others for aid, and thus failing to secure that true independence of mind and self-reliance which are worth more to a man than all that he can borrow from all the libraries in the world. We view with pleasure the pride with which the community looks upon our schools; but, in order to warrant that pride, let us not be false to fidelity nor conceal the truth. If the parents are deceived, it is our duty to undeceive them. If our pupils are not as proficient as they are thought to be, it is our duty to face the facts and let the truth be known. No permanent advantage can come from concealment of the truth. But when the truth is fully known and embraced by the community, a better era for the faithful teacher will have come. Our labors will be more satisfactory, because our pupils will be pursuing only those studies which they are capable of comprehending. Our schools will be elevated in character, because our best scholars will remain longer under our tuition. Instead of infants, we shall teach boys and girls; instead of small boys and girls, our 'back seats' will be filled with young men and young women. Fiction will give place to fact; pretense, to knowledge; translation and keys, to the text and the black-board; and glorification and *éclat*, to successful labor and sober satisfaction and content.

Mass. Teacher, January, 1860.

DELIVER us from bigoted men, of all others alive: they are hypocritical as well as narrow. The celebrated John Foster thus describes a bigot: "He sees religion not as a sphere, but as a line, and it is a line in which he is moving. He is like an African buffalo: he sees right forward, but nothing on the right or left. He would not perceive a legion of angels or devils at the distance of ten yards on the one side or the other."

Exchange.

D O Y O U R E A D ?

By this question we do not mean to inquire whether you read the daily news and the current magazine literature, but whether you read as scholars understand the term.

The answer to the question Who are educated? is a more difficult one than it might at first sight appear. And the crooked-minded and generally distorted monstrosities which are too often evolved by our imperfect methods of culture have a tendency to prejudice the masses against a thorough education. They object, and very justly too, to the expense of a training that frequently taxes them to their utmost, and which either unfits their sons for all the duties of life, or produces no good effect in modeling their characters or actions.

We have all seen men going about with vast stores of knowledge in their brains, but with thread-bare coats on their backs; and with that whitish-blue color in their faces that indicates a strict and scant vegetarian diet and a sluggish circulation of water in the veins, instead of warm, rich blood. Such a pinched-up, suffering expression have they about the mouth; and so ancient, so rusty, so feeble, so bewildered do they look; so jostled and elbowed by the world's great, rough crowd, that the veriest hind, with broad shoulders and ruddy complexion, turns aside to gaze on them with pity. And a sad reflection it is to us that such 'domes of thought' should be so lumbered with useless knowledge.

A man may be as expert as a Porson or a Bently in digging out Greek roots, but what will it avail if he can make no man the better or the happier for his knowledge? How many prodigies of scholarship have shuffled through life, and died, without the world's being the better for their ever having lived? Even the great scholars above named, — what have they done? Who knows? Had not their fame been watched by mummy-dry Dons in the cloisters of Oxford, who occasionally gave it a feeble airing, the names of the two greatest English linguists would, ere this, have been buried in oblivion.

Such an education as they possessed, though, in some sense, profound and wide, lacked the vitalizing element, — was the mere skeleton, unclothed with beauty or symmetry. On the other hand, we see a class, much greater in numbers, who have passed through our colleges, and learned nothing but the petty conceits and senseless tricks of idle and worthless students; who, so far from being able to translate their own diplomes, can not even read their own language intelligently; and whose attainments in English composition extend no

farther than certain feeble attempts at love-making, through the art epistolary, in a 'hand-of-write' wretchedly scrawling, and spelling most villainous.

There is certainly a golden mean between knowing nothing and knowing every thing that is useless. There can be no positive necessity in nature that a man should be either a learned dunce or an ignorant fool.

The mere pedagogue has always been a synonym for all that is disagreeable in society, and a laughing-stock in literature for ages. The constant tendency of the teacher is to degenerate into this state. He can only avoid it by a generous culture of all his powers. And this culture must be constant, not spasmodic. If he stops, or even hesitates, the whirlpool sucks him in, and devours him up.

We have always looked upon reading as the great right arm of a well-ordered method of instruction. An acquaintance with good books does more to enlarge and ennoble a man's powers than all other means combined. In fact, all the instruction in school has little other use than to teach us how to read wisely. But then we should possess books, not suffer them to possess us, and thus become the idlest of all moths, the bookworm.

It has always been, still is, and probably will ever continue to be, a question, as to whether few or many books should be read. Macaulay says a man should read every thing. Hazlitt thought twenty or thirty books were enough for any one to read, though we strongly suspect that he did not by any means live up to his own theory. Men of great creative powers need fewer books. Men of talent merely, and those of common clay, need to be warmed, and made fruitful, by daily intercourse with great minds and hearts, through the medium of books.

Most men who have reached the meridian of life, who were born in the West, and in whose youth the only library found in the rude cabins of the backwoodsman was the almanac, and the Bible, and hymn-book, remember how exceedingly precious was a new book to those who had a taste for knowledge; (and the number who had not such taste was much smaller than many would be likely to suppose). The book became a neighborhood treasure, and passed from one rude home to another, until it had made the circuit of the settlement. It was handled by rough hands with a kind of reverent awe; and if its contents were such as appealed strongly to the sympathies of uncultured minds, they were discussed and 'told o'er again' at 'choppings', 'log-rollings', and 'house-raisings', with a homely enthusiasm that showed how deeply the speakers were moved.

Then the Library of a hundred or two volumes, raised by means of

voluntary contributions, and kept by him who was deemed wisest by his neighbors, was a sort of literary Mecca, to which the devotees of knowledge, from miles around, repaired every fortnight, to deposit one treasure and draw thence another. We have in our mind's eye at least two neighborhoods which were enriched by the streams flowing from such fountains; and whose superior intelligence was so apparent as to be acknowledged by the whole country around.

As a means of moral culture, a good book in the hands of youth is worth more than a thousand homilies. Create in them a taste for good reading, and you at once close a thousand avenues to vice. Introduce your boy at an early age to the society of the great and good, through their works; discuss their thoughts with him, not coldly, but with a warmth of admiration you can not but feel if your own heart has ever been stirred by a great idea; and if you do not kindle in his bosom a love for what is noble and pure, his natural disposition must be perverse indeed.

To no man is an extensive reading more necessary than to the teacher. He ought to lay the great world of literature under tribute to his vocation. By its means he will be able to lead his pupils from the lower, material life, to that higher, ideal life, where lie the glories of the True, Beautiful, and Good.

Let no young man imagine that because he has a thorough acquaintance with text-books he is consequently qualified to teach. He that can impart to his pupils nothing more than text-books is but little better than an automaton. It lies not within his power to make the waters of wisdom sweet to the taste of learners. Is it to be tolerated that while the intellect is being trained (and that but imperfectly), the remaining domain of the child's nature is to remain a barren waste; that the impressible season of youth, when the heart leaps to the embrace of truth, shall be allowed to pass by without the diviner part of the nature having been once stirred by a pure and disinterested emotion; — and all this that the head may be stored with knowledge much of which can never be of the least possible use in the conduct of life?

We should rather a son of ours should be capable of thoroughly appreciating the grandeur of Milton's thought and verse than, lacking this, that he should be enabled to calculate all the eclipses to take place between this and the end of time, or speak more languages than Mezzofanti.

We would not be understood as undervaluing a text-book knowledge: *that* ought to be thorough; but a knowledge far wider and deeper must be added to it to enable its possessor to rank among the truly educated. We know men who are reputed to have a knowledge of

text-books most extensive and minute, but who are so entirely ignorant of what is most desirable to be known in the field of literature as to excite our pity; and who seem never to have dreamed that there is any thing worth knowing that may not be expressed in an algebraic formula, or found in the inflection of a Latin or Greek verb. Is it for men of such microscopic vision to reveal to the young mind the glories of the Universe?

JOHN HANCOCK, in *Journal of Progress*, March 4.

AGES OF LITERARY MEN AND WOMEN OF AMERICA.

WE present below a list of the most noted literary persons now living in the United States, with their ages. The figures are taken from the latest authorities, and the enumeration, we think, will be found more complete than any hitherto published. We could have largely increased the names of living female writers, had we been content to do so, without stating the ages. American female authors are more shy in regard to this matter than their transatlantic cousins. The three best works on the female poets are sadly deficient in dates, and only three American female writers report themselves to be on the shady side of sixty. Mrs. L. H. Sigourney appears by the record to be the oldest of her sex of literary fame; but the knowing ones aver that she is the junior of one of our Massachusetts ladies, whom we shall not be ungallant enough to name. Our list includes the names of more than one hundred and sixty writers, and their chronological arrangement suggests many strange contrasts. We have given no name to which we could not attach a date from some acknowledged authority.

Paul H. Hayne and William Croswell Doane, 28; Mary A. Denison, 33; Frank B. Goodrich, 34; Richard H. Stoddard, William Allen Butler, Bayard Taylor, T. S. King, Charles G. Leland, and Winthrop Sargent, 35; William W. Caldwell, Francis Parkman, George William Curtis, 36; Alice Carey, William R. Alger, Donald G. Mitchell, and A. J. H. Duganne, 37; Samuel Eliot, Edward Everett Hale, and T. B. Read, 38; Charles H. Brigham, Julia Ward Howe, Thomas W. Parsons, C. A. Bristed, and Herman Melville, 40; William E. Channing, jr., Henry Giles, Mrs. E. D. E. N. Southworth, Elizabeth F. Ellett, Frederic D. Huntington, Frederic S. Cozzens, William W. Story, James Russell Lowell, and E. P. Whipple, 41; A. Cleveland Coxé and James T. Fields, 42; E. A. Duyckinck and Parke Godwin, 43; John G. Saxe and Epes Sargent, 44; George E. Ellis and R. H. Dana,

jr., 45; J. T. Headley, C. A. Bartol, W. H. C. Hosmer, Henry T. Tuckerman, Henry N. Hudson, Henry Ward Beecher, Henry W. Bel-
lows, and E. H. Chapin, 46; Charles T. Brooks, Caroline M. Sawyer,
Christopher R. Cranch, and John S. Dwight, 47; Ralph Hoyt, Har-
riet Beecher Stowe, Richard Frothingham, jr., Theodore Parker, Jones
Very, William H. Burleigh, Samuel Osgood, 48; George W. Greene,
Charles Sumner, Horace Greeley, Andrew P. Peabody, Elihu Burritt,
Henry Barnard, and Alfred B. Street, 49; James Freeman Clarke,
Isaac McLellan, Asa Grey, and Oliver Wendell Holmes, 50; George
S. Hillard, Park Benjamin, T. S. Arthur, Albert Pike, Robert C. Win-
throp, and B. R. Curtis, 51; Theodore S. Fay, Nathaniel P. Willis,
John G. Whittier, Louis Agassiz, C. C. Felton, and H. W. Longfel-
low, 52; A. D. Bache, Richard Hildreth, and George B. Cheever, 53;
Wm. G. Simms, George Lunt, M. F. Maury, and Frederick H. Hedge,
54; George W. Bethune, Nathaniel Hawthorne, John L. Stephens,
J. S. C. Abbott, Charles T. Jackson, and John R. Bartlett, 55; Hor-
ace Bushnell and George D. Prentice, 56; Geo. H. Calvert, Jacob Ab-
bott, O. A. Brownson, Wm. H. Furness, and Ralph Waldo Emerson,
57; George Folsom, George P. Morris, Charles D. Cleveland, Louisa
J. Hall, Mark Hopkins, Louisa C. Tuthill, Albert G. Greene, E. S.
Gannett, Lydia Maria Child, and Leonard Bacon, 58; Wm. H. Sew-
ard, Francis Bowen, Catherine E. Beecher, and George P. Marsh, 59;
Stephen H. Tyng, Francis Leiber, George Bancroft, and Caleb Cush-
ing, 60; Albert Barnes, L. P. Hickock, S. G. Drake, and Francis L.
Hawks, 62; Charles Anthon, Wm. Cullen Bryant, and Geo. B. Emer-
son, 63; S. G. Goodrich, Sarah J. Hale, and John G. Palfrey, 64;
John P. Kennedy, Fitz Greene Halleck, Wm. B. Sprague, Edward
Everett, and James Walker, 65; John Neal, Caroline Gilman, Edward
Robinson, Orville Dewey, and Jared Sparks, 66; Henry C. Carey,
Henry R. Schoolcraft, Edward Hitchcock, and N. L. Frothingham, 67;
John Henry Hopkins, George Ticknor, and Charles Sprague, 68;
Chauncey A. Goodrich* and Mrs. Sigourney, 69; Joel Hawes, Jo-
seph B. Felt, and John W. Francis, 71; Jacob Bigelow, L. M. Sar-
gent, and R. H. Dana, 73; John Pierpont, 75; Gulian C. Verplanck
and Lewis Cass, 77; Joseph T. Buckingham, 80; Lyman Beecher,
84; Eliphalet Nott, 87; Josiah Quincy, 88.

Boston Transcript.

* Now deceased.—*Ed. Teacher.*

EDUCATION is not valuable chiefly for the amount of knowledge it com-
municates, but for the power and vigor it imparts. He is best educated
who can do most for himself and humanity by means of his education.

Extract.

O R T H O G R A P H Y .

MR. EDITOR: Room in your journal should be too precious to afford *pages* for mere cynical quibbling and threatened improvement. Where nothing novel is intended to be offered, a corresponding ratio of space should be asked; therefore I shall require but little room for this communication.

I have heard much said, in different quarters, in favor of Phonotypy, or the Pitman Alphabet, in schools, for the purpose of facilitating the art of spelling. To introduce into our schools an alphabet which to a pupil would appear more complex than the Greek Alphabet, and almost as strange, to learn something very different from our popular orthography, seems to me a very strange, if not a circuitous and laborious, method of *progress*! But I presume there never will be an end of attempted cross-cuts to knowledge. It is not probable that any new alphabet will supersede the one now in use; and if it were practicable to effect an abrupt change, the plan which was presented in the *Teacher* a few months since,* I conceive, is the most feasible which has yet come to public notice. This scheme, if I recollect rightly (for I have not the *Teacher* at hand), proposes to take Walker's pronouncing word, with the various vowel sounds designated by different forms of Roman type. These vowel sounds, as designated by different Roman characters, as well as the sounds of the consonants, are to be accurately learned as the *first* work of the pupil.

The *word-method*, as a *starting-point*, from which the pupil is to travel, or rather learn, on what is usually called the back track, to the alphabet, with its various forms of characters and with the various sounds of each of the vowels, will, doubtless, soon be superseded by a scheme fixing the starting-point at Pneumatology, Ethics, or Logic, *advancing backward* through Grammar, including Prosody, Syntax, Etymology, and Orthography. Our youth would complete their education, or graduate, at

ALPHA.

* We presume the article in the *Teacher* referred to by Alpha is the one entitled 'Brevi-graphy', on page 430 of the last volume, November, 1859.—*Editor*.

WHEREVER there is flattery, there is always a fool in the case. If the parasite be detected, it falls to his share; if he be not, to him whom he deludes.

Extract.

COMMENTS ON THE SCHOOL LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill., April, 1860. }

THE following opinions and interpretations of the School Law are selections, in most instances verbatim, from the official correspondence of the Department. They are published in this form for wider circulation, as some of the questions considered are not local in their character, but have a bearing upon the general interests of education throughout the State.

Question.—Directors contract with a man to teach six months. After teaching a short time, the school-house is destroyed by fire. The teacher does not ask, or the Directors offer, a release from the contract. After six weeks, a new house is ready. The teacher resumes his school, completes his six months from date of contract, and demands pay for the whole time. Is he entitled to it?

Answer.—He is. In covenanting with the teacher for six months, the Directors virtually agreed to provide a house and keep him employed. the contract was not conditioned upon contingencies, but was clear and definite. After the house was burnt, the teacher, one of the contracting parties, still felt bound by his agreement, and stood ready and waiting to comply with its conditions. He did not *ask* for a release; the Directors did not *propose* a release, or express any desire for it, or suggest any modification of the contract. And so the teacher waited for six weeks, regarding himself all the while as bound by the original agreement, and debarred the liberty of seeking employment elsewhere.

If, after the disaster to the house, the parties had agreed to cancel or modify the contract, or if the teacher had sought and obtained other employment, he could not, in that case, have claimed of the Directors the fulfillment of the contract according to its original provisions. As it is, the case is clear: the teacher has legal recourse upon the Directors for his wages for the whole six months.

Question.—District No. 6 was organized five years ago, but never had any school till September 1859. District No. 7 was organized in April 1859, but has had no school. Both will claim a share of the public money in April 1860, on the ground that the six-months rule does not apply to newly-organized districts. Can their claims be allowed?

Answer.—They can not. District No. 6 is *not* 'newly organized', and hence can not claim exemption from the operation of the six-months rule.

District No. 7 is 'newly organized', but, having had *no school at all*, can not share in the April apportionment.

The Law allows one year's *grace* only, after organization. If a District does not at least *begin* to do her duty within that time, she forfeits her interest in the school-fund.

Question. — If a *Trustee*, whose term of office expires in October, is elected *Director* in September preceding, but does not *enter upon the duties* of the latter office until after the expiration of his tenure of the former, is he a legal Director?

Remarks. — I think he is. He did not attempt to exercise the functions of *both offices* at the same time. In other words, he was not, in the sense of the statute, 'at the same time Director and Trustee'; he did not assume the active duties of Director until he had ceased to act as Trustee. That a man can be legally *elected* Director while still a Trustee is, of course, unquestionable.

I do not think, therefore, that his right to act as Director (to which office he had been legally elected) after his term of office as Trustee had expired can be successfully challenged, under a *reasonable* construction of that clause in the 42d section which bears upon the case.

Question. — Does the Form of Certificate given in Section 44 of the School Law answer for *all* legitimate school purposes — such as building school-houses, purchasing sites, paying teachers, incidental expenses, etc., etc?

Answer. — It does. No other Form of Certificate, for all the purposes concerned, is given or required in the Act of 1859.

Question. — What constitutes legal evidence of the election of a Board of Directors?

Answer. — The Poll-book, with the Certificates of the Judges, on file in the office of the Township Treasurer, is the only legal evidence of such election. See Sec. 42, Act 1859.

Question. — Can the Clerk of a Board of Trustees legally act, at the same time, as District Director?

Answer. — He can not.

School Year. — Every school year begins October 1st, and ends September 30th.

Six-Months Rule. — The application of the six-months rule is this: No district is entitled to share in the distribution of the public school-funds which has not had a *free school* for six months *during the school-year next preceding that in which demand is made for payment*.

The rule *always* has reference to the *preceding* school-year. Thus: every School District in the State, which had a six months' free school

during the school-year ending September 30th, 1859, will be entitled to draw public money in April and October 1860, no matter whether it has had six months' school *since the commencement of the present school-year or not*.

If, for instance, a district which has only had *one* month's school *this school-year* should present its schedule in April 1860, the Trustees must pay it: *Provided*, that said District had *six* months' school during the *last* school-year.

I have been thus particular, because many school officers in the State have never clearly understood the matter, as hundreds of letters have abundantly testified.

It is, of course, unnecessary to add, that a District in which *no* school *at all* has been kept the present school-year can not draw public money in April or October next. *No* school, *no* money, is the doctrine of the law.

Newly-Organized Districts. — The six-months rule does not apply to *newly-organized* districts.

Trustees to Withhold Funds. — As is stated elsewhere in this circular, it is held that Trustees have the power, and that it will be their duty, to withhold the school-fund in April and October next from all Districts which have not complied with the six-months rule of law as above interpreted

Who may Vote, Sign Petitions, etc., in School-Districts. — Persons qualified to vote under the general election laws of this State, and no others, are entitled to vote, sign petitions, etc., in School-Districts.

To this there is but a single exception, and that is in respect to the 'question of raising money', where certain qualifications are required, as stated in the 42d section of the Act. The construction placed upon that section by the Department will be found in the *Teacher* for February, 1860, page 64.

Title of School-Houses and School-Sites. — Section 39 provides that the 'title, care and custody of all school-houses and school-sites' shall vest in the Township Trustees.

Deeds for such property must be made to the *Trustees*, who hold them for the benefit of the District, and *not* to the *Directors*.

Corporal Punishment. — the law is silent on the subject of corporal punishment in schools. It neither grants nor withholds authority to inflict it. The whole subject is left to the judgment and discretion of the local school authorities, and to the sanction of general usage and custom.

That the teacher must be clothed with authority to use the rod in certain cases is self-evident. It grows out of the very nature of the case and of his relations to his pupils. The prudent exercise of such authority is acquiesced in by the opinions and practice of the whole country, and is almost invariably sustained by the courts; on the ground, not of statutory enactments, but of common custom, common sense, common justice, and the nature and necessity of the case.

It is only the flagrant *abuse* of the *admitted right* which either society or the law is disposed to frown upon and condemn.

RULES AND REGULATIONS FOR PUBLIC SCHOOLS.

I am so often applied to for my views respecting the government and management of public schools, that I have been induced to prepare, and beg leave respectfully to present, for the consideration of Teachers, Parents, Directors, and friends of free schools generally, the following compend of rules and suggestions, founded upon principles which are recognized as sound and useful by the most experienced teachers. These are mainly *compiled* from the best sources at my command.

It is not presumed that they will be found *exactly adapted* to the circumstances of any individual community or school. They are offered only as a sort of general thesaurus, from which each District can select to suit its own needs. The chief utility hoped for is in the way of hints and suggestions to the inexperienced.

It is proper to add, that most of these regulations have borne the test of long experience, in many of the best schools in the land. Many of them I have myself used, with the best results, for many years.

Among the authorities consulted, special acknowledgement is due to 'The Teachers' Assistant', by CHARLES NORTHEND, of New Britain, Conn.; an excellent treatise recently published. I have also made free use of whatever I could find, suited to my purpose, in the published codes of Boston, Cincinnati, St. Louis, Chicago, Cleveland, Columbus, Springfield, Jacksonville, etc.

NEWTON BATEMAN, Sup't Public Instruction.

I. RULES DERIVED FROM THE SCHOOL LAW.—1. No person under five or over twenty-one years of age shall be received into any district school without the special permission of the Directors.

2. No person, under twenty-one, shall attend school in any district but the one in which he resides without *written permission* from the Directors of *both districts*.

3. Schedules shall be kept in the form prescribed by law, and promptly returned to the Directors for their examination and approval.

4. When a school is composed of pupils from different districts, townships, or counties, a separate schedule shall be kept for each district, township, or county.

5. Before any teacher can be lawfully employed by the Directors, he or she must exhibit to them a legal certificate of qualifications, from the School Commissioner of the county in which the school is to be taught.

6. Teachers whose certificates have been revoked by the School Commissioner shall not be entitled to public money from and after the date of said revocation.

7. The Directors may dismiss a teacher for incompetency, cruelty, negligence, or immorality.

8. The Directors may prescribe what branches shall be taught, and may suspend or expel pupils for refractory or incorrigibly bad conduct.

II. RULES GOVERNING TEACHERS.—1. All the teachers are required to be in their respective school-rooms, both morning and afternoon, fifteen minutes before the time fixed for the session to begin.*

2. The hours of study, and recitation and recreation, shall be arranged in tabular form, and these hours shall be punctually and strictly observed.

3. The teachers of the several schools shall prescribe such rules for the use of the yards and out-buildings connected with the school-houses as shall insure their being kept in a neat and proper condition, and shall examine them as often as may be necessary for such purpose; and they shall be held responsible for any want of neatness or cleanliness on their premises.

4. It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of their school-rooms. A regular system of ventilation shall be practiced in winter as well as in summer, by which the air in all the school-rooms shall be effectually changed at each recess, at the close of each school session, and at such other times as may be necessary to prevent the breathing of impure air. Whenever windows are opened for the purpose of ventilation, it shall be by lowering them from the top; and children shall in no case be allowed to sit in a draught of cold air. The temperature of the rooms should at no time be higher than 65° Fahrenheit.

5. Every teacher should allow a recess, each half-day, of fifteen minutes from the time the pupils leave their seats until they are again seated; and this should be given, as nearly as may be, at the expiration of one-half of each school session. No pupil shall be deprived of recess except when he has previously been allowed to go out or is suffering penalty; nor shall any pupil study during recess-time unless under similar circumstances.

No pupil shall be detained at the *noon* recess, and a pupil detained at any other recess shall be allowed to go out immediately thereafter.

In schools for small children there may be more frequent recesses. Some allow three or five minutes' recess, within doors, after recitation, etc.

6. Teachers shall notify Directors whenever it is necessary to procure articles for sweeping and cleaning the school-house, or to employ persons to make the necessary fires and insure the cleanliness of the building.

7. The Principal of each department of the several schools shall establish special rules for securing good order in the stairways and school-yards.

8. Teachers may inflict punishment by detaining a pupil after school, by requiring a pupil to stand or sit in some specified place, or by whipping with a switch or strap; but no blows shall be inflicted with a ruler or any inflexible substance, nor with a hickory rod, rope, knotted cord, or stick; nor shall any blows be inflicted upon the head of a pupil; nor shall any punishment be inflicted by pulling

* The time may be ten, fifteen, or twenty minutes, or, fifteen in the morning and five in the afternoon.

hair or ears, slapping, placing in painful or ridiculous postures, or in any other way than those first above permitted.

9. Whenever punishment is inflicted by detention or by whipping, the teacher shall keep a record of the name of the pupil punished, the time when he was punished, the cause of punishment, and the nature and amount of the punishment; and this record shall be kept private and exhibited to the school officers only, at their request. If possible, all but the teacher and pupil shall be excluded from the room in which corporal punishment is inflicted during such punishment. Avoid corporal punishment as much as possible.

10. Teachers may, for violent insubordination or opposition to authority, or for flagrant offenses, temporarily suspend a pupil from school, and require him to leave the premises; but all such suspensions shall be temporary only, and must be reported on the same day to the parents or guardian, and to the Board of Directors for further action, and shall stand good until action of the Board is had.

11. Teachers may give, in each quarter, one morning half-holiday and one afternoon half-holiday, either on the same or on different days, for the purpose of obtaining time to visit other schools in the district or in the vicinity.

12. Teachers shall keep a register according to a prescribed method, in which they shall record the names of the parents and guardians, the names, ages, and the time of entrance of the scholars, and indicate their attendance and deportment; and shall make such a report at the close of each term as the Board may require.

13. The teacher shall send a monthly report to the parent or guardian of each pupil, showing the averages of the pupil in attendance, scholarship, and deportment; to be signed by the parent or guardian and returned to the teacher.

14. In case of tardiness or absence, teachers shall require pupils to bring or send an excuse, in writing, from their parents or guardians, assigning good and sufficient reason for such tardiness or absence.

15. No pupil shall be permitted to leave school at recess, or at any other time before the regular hours of closing school, for the purpose of attending to any music, dancing, writing, or other lessons, or for any other cause whatsoever, except that of sickness or some urgent necessity.

Sickness of the pupil, or in the family, or some pressing emergency, shall be the only legitimate excuse for absence; and in default of such excuse, the readmission of the pupil shall depend upon the circumstances of the case and the discretion of the Directors.

16. No holidays shall be given in school except those allowed by the Board of Directors; nor shall any teacher dismiss his school before the regular hour, except for accidents or emergencies which render the room untenable for the time, or on account of sickness.

17. Teachers shall not appropriate to themselves in the school, or within the hours thereto belonging, any portion of time for their own reading, writing, or business; nor shall they engage in any other business which, in the judgment of the Board of Directors, will interfere or be inconsistent with the performance of their duties.

18. Teachers shall not engage in any other teaching or give private lessons before 6 o'clock p.m., Saturdays excepted.

19. No teacher shall absent himself from school during school-hours, except on account of sickness or other unavoidable necessity.

20. No teacher shall have the right to resign, during the term for which he or she was appointed, without consent of the Board and at least two weeks' notice.

Any teacher doing so shall be liable to the forfeiture of two weeks' salary, at the option of the Directors.

21. No teacher shall allow any advertisements to be distributed or posted in the school-house or on its premises; nor shall any person be permitted to enter the school for the purpose of exhibiting any book or apparatus or other article for sale to the teachers or pupils.

22. Teachers shall not sell books and stationery to pupils, nor shall they allow any contribution or subscription to be raised in school: *provided*, that this restriction shall not be held to prohibit teachers from encouraging their pupils in appropriate ways to subscribe for juvenile or educational periodicals.

23. When a teacher assigns lessons to be learned out of school-hours, he must have due regard to the age, health and proficiency of the pupil.

24. Teachers shall not vary from the usual order of school exercises on account of visitors.

25. Teachers shall not award any medals or other prizes to the pupils under their charge, unless specially authorized by the Board.

26. No pupil known to be affected with a contagious or infectious disease, or coming from a family where any such disease prevails, shall be received or continued in the common schools.

27. It shall be the duty of each teacher to see that the windows of his school-room are carefully closed, that the fire, if any, is in a perfectly safe condition, and that the outside door of his room is locked, at the close of each day.

28. Any child that comes to school without proper attention having been given to the cleanliness of his person or dress, or whose clothes need repairing, shall be sent home, to be properly prepared for the school-room.

29. It shall be the duty of the principals of the schools to read to the pupils of their respective departments, from time to time, so much of the school regulations as applies to them, that they may have a clear understanding of the rules by which they are governed.

*Advisory Suggestions.**—1. From your earliest intercourse with your pupils, inculcate the necessity of prompt, cheerful and exact obedience.

2. Unite firmness with gentleness; and let your pupils understand that you mean exactly what you say.

3. Never promise any thing unless you are quite sure you can give, or do, what you promise.

4. Never threaten a definite punishment for an anticipated offense.

5. Study the dispositions of your pupils, and adapt your modes of discipline to the same.

6. Never be late at school.

7. Be courteous in action and expression.

8. Never tell a pupil to do any thing unless you are sure he knows how it is to be done; or, show him how to do it, and then see that he does it.

9. Always punish a pupil for willful disobedience; but never punish unduly, or in anger; and in no case give a blow on the head.

10. Never let your pupils see that they can vex you, or make you lose your self-control.

11. If pupils are under the influence of an angry or petulant spirit, wait till they are calm, and then reason with them on the impropriety of their conduct.

* From Northend's *Teacher's Assistant*.

12. Never yield any thing to a pupil because he looks angry, or attempts to move you by threats and tears. Deal mercifully, but justly, too.

13. A little present punishment, when the occasion arises, is more effectual than the threatening of a greater punishment should the fault be renewed.

14. Never allow pupils to do at one time what you have forbidden, under the like circumstances, at another.

15. Teach the young that the only sure and easy way to appear good is to be good.

16. Never allow tale-bearing.

17. If a pupil abuses your confidence, make him, for a time, feel the want of it.

18. Never allude to former errors when real sorrow has been evinced for having committed them.

19. Encourage, in every suitable way, a spirit of diligence, obedience, perseverance, kindness, forbearance, honesty, truthfulness, purity, and courteousness.

20. Never speak in a scolding, fretful manner, but use tones of gentleness. Some teachers defeat their object by using harsh and boisterous tones.

21. Be consistent in your requirements and uniform in your practice.

22. Set a good example in all things. Constantly aim at thoroughness in teaching.

23. Inculcate habits of neatness.

24. In conduct be what you wish your pupils to become; avoid what you wish them to avoid.

III. RULES GOVERNING PUPILS. — 1. No pupil shall be suffered to remain in school unless furnished with the books and utensils required to be used in the department to which he belongs.

2. Pupils shall not bring to school, for the purpose of perusal, any papers, periodicals, novels, or other books, having no connection with their school exercises.

3. Scholar must not appear in or about the yard earlier than thirty minutes before the opening of the school, except by permission of the teacher in charge, nor remain in the yard, for play or any other purpose, after school, either morning or evening, but shall leave the premises immediately.

4. Scholars shall be prompt and punctual in their attendance, and in case of absence or tardiness shall present a written excuse from the parent or guardian to their teacher; and all lessons omitted on account of absence or tardiness shall be made up, unless there are sufficient reasons to the contrary.

5. No pupil shall be allowed to leave the yard at recess without permission from the teacher.

6. Every pupil who shall, *accidentally* or *otherwise*, injure any school property, fences, gates, trees or shrubs, or any building or part thereof, or break any window-glass, or injure or destroy any instrument, apparatus, or furniture, belonging to the school, shall be liable to pay in full for all the damage he has done.

7. Any pupil who shall call out, hoot at, throw any missile at, or in any other manner molest or annoy, any person in the street, shall be deemed guilty of a flagrant offense, and shall be dealt with accordingly.

8. Pupils shall not sit or stand upon the fences in front of the school-house at any time.

9. Any pupil who shall absent himself from any regular examination of the school which he attends, without rendering a satisfactory excuse to the principal, shall be suspended from the school; and the principal shall immediately report the case to the parent of the pupil, and also to the Directors for their action thereon.

10. Scholars wishing to leave the school at any time during the term should signify the same to the teacher, and secure an honorable dismissal; and any

scholar who shall be absent more than a week without notifying the teacher shall forfeit all claim to his desk during the remainder of the term.

11. Caps, bonnets, and all outer garments, must be placed on the hook assigned to each pupil, immediately on entering school.

*Advisory Suggestions.**—1. On entering the school, pass as quietly as possible to your seat, taking care to close the door gently, and avoid making unnecessary noises with the feet in crossing the room.

2. Take out books, slate, etc., from your desk with care, and lay them down in such a manner as not to be heard. Avoid making a rustling noise with papers, or noisily turning over leaves of books. Never let the marking of a pencil on your slate be heard.

3. Be careful to keep the feet quiet while engaged in study; or, if it be necessary to move them, do it without noise.

4. In passing to and from recitations, observe whether you are moving quietly. Take special care if you wear thick shoes or boots, or if they are made of squeaking leather.

5. Avoid the awkward and annoying habit of making a noise with the lips while studying.

6. Scuffling, striking, pushing, or rudeness of any kind, should never be practiced at all within the school-building.

7. Let your shoes or boots be cleaned at the door-steps; always use the mat, if wet, muddy, or dirty.

8. Never suffer the floor under your desk, or the aisles around it, to be covered by papers, or any thing else dropped on it.

9. Avoid spitting on the floor; it is a vulgar, filthy habit.

10. For cleaning your slate you should provide yourself with a piece of sponge, and should moisten it with clean water before school opens, or at recess.

11. Marking or writing on the desks, walls, or any part of the building or school-premises, with pencil, chalk, or other articles, manifests a bad taste, or a vicious disposition to deface and destroy property. None but a vicious, reckless, or thoughtless person will do it.

12. Knives should never be used in cutting any thing on a desk.

13. Particular care should be observed to avoid spilling ink any where in the school-building.

14. Let your books, etc., be always arranged in a neat and convenient order in your desk and upon it.

15. After using brooms, dust-brushes, etc., always return them to their places.

16. Be ambitious to have every part of our school in so neat and orderly a condition that visitors may be favorably impressed with this trait of our character.

17. Never meddle with the desk or property of another scholar without liberty.

18. Boys should never wear hats or caps in the school-room.

19. Always be in your own place, and busy about your own duties.

IV. MISCELLANEOUS RULES. — 1. The hours of tuition and study, from the first day of April to the first day of September, shall be from 9 o'clock A.M. to 12 o'clock M., with fifteen minutes' recess, and from 2 to 5 o'clock P.M., with fifteen minutes' recess; and for the remainder of the year from 9 o'clock A.M. to 12 o'clock M., and from 1½ to 4½ o'clock P.M., with fifteen minutes' recess.

* From Northend's *Teacher's Assistant*.

2. The books used and the studies pursued in all the public schools shall be such, and such only, as may be authorized by the Board.
3. The holidays shall be every Saturday, Christmas to New Year's Day inclusive, and all Thanksgiving and Fast Days authorized by the State and General Governments.
4. No teacher or pupil shall be permitted to use tobacco in any form during school-hours.
5. Proprietors or agents of public exhibitions, desiring the attendance of pupils from the public schools, are prohibited from causing said exhibitions to be published in the schools without consent of the Board of Directors.
6. All sweeping, dusting, and cleansing school-houses, shall be done out of school-hours.
7. In all cases where the conduct and habits of a pupil are found injurious to associates, it shall be the duty of the principal to report the matter to the Directors for their action.
8. The school-buildings under the control of the Board of Directors shall not be used for any other purpose than the accommodation of the public schools, except by special vote of the Board.
9. For violent and repeated opposition to the authority of any teacher of the school, the principal may exclude a pupil from the school, and immediately notify the parent or guardian, and Directors, of the cause. Such pupil, by proper expression of regret to his or her teacher, and giving satisfactory evidence of amendment, may, by the consent of the Directors, be reinstated in the school.
10. The teachers are expected, as far as practicable, to exercise a general inspection over their pupils while going to and from school.
11. The morning exercises may commence with reading a portion of Scripture in each room by the teacher; and it is recommended that the reading be followed with the Lord's Prayer, repeated by the teacher alone, or chanted by the teacher and children in concert.
12. Any parent or guardian, feeling aggrieved by the administration of the government of this school, may make application for redress to the Board of Directors; but all are especially requested not to embarrass teachers by stating to them such grievances at the school-room, or in the presence of the scholars.
13. No scholar who shall leave the school, or be withdrawn therefrom, for a supposed grievance of this kind, without consulting the Directors, shall be permitted again to enter school without the consent of the Board.
14. No pupil under censure in another District shall be received into any school in this District until such censure be removed. No suspended pupil shall be reinstated except by order of the Board.

EDUCATION is a companion which no misfortune can depress, no climate destroy, no enemy alienate, no despotism enslave; at home a friend, abroad an introduction; in solitude a solace, in society an ornament: it chastens vice, it guides virtue, it gives at once a grace and government to genius.

PHILLIPS.

THOSE who attempt nothing of themselves think every thing easily performed.

EDITOR'S TABLE.

“FACING FACTS.”—One of the most difficult tasks that can claim our attention is that of reviewing our work and judging of its value in the light of experience. Self-judgment is proverbially difficult; and judging our work is very much like judging ourselves: if we approve our work we are apt to approve ourselves; if we condemn our work we are impelled to condemn ourselves. Sooner or later we must, however, do this very thing. The stern logic of nature and fact pleads at every bar, and will finally be heard and win its cause.

What are the results of our educational systems, and of the teaching that is done by them? This is the great question. Have we failed? Do we fail, day by day? To what degree have we succeeded and do we succeed? The article which we publish this month from the *Massachusetts Teacher* should set us all to thinking. Let us look over our own experience as teachers, after thoughtfully reading the article, and see what facts we must face. Some will think that the writer overstates the side of the question which he presents; others, that he understates it: each will judge from his own observation. The facts postulated are in some degree manifest every where. We noticed in the *Farmers' Advocate*, (Chicago) Jan. 14, 1860, the following language:

“Any system which, like that of our common schools, even in their best samples and under the most favorable conditions, sends out at the end of their school-life *nine-tenths* of the boys and girls that have attended them still destitute of any thing like genuine intellectual life and activity, of any inward love of thought and knowledge for their own sakes, of any self-originating and self-sustained power of reflection and investigation concerning the objects and changes that daily address their senses,—any system that stops at results like these, no matter what its aids, its claims from age and authority, its expense, and sacrifice of money, care, and thought, is still, palpably, a gigantic failure!”

The communication was dated at Galesburg, and signed ‘Teacher’. The writer was urging that we must expect improvements in education. That we believe, and work in hope. But it is certain that part of the result stated by our Galesburg friend is to be ascribed to the

quality of the brains subjected to the labor of the teacher. Coleridge quotes Machiavel as saying, "There are brains of three sorts: the first understands of itself; the second understands as much as is shown to it by others; but the third neither understands of itself nor understands what is shown by others." Let us not hold education responsible for failure to create life and power. But there is reason enough for much depreciation of our educational systems when we judge them by their results. We find many smart children in the schools: what becomes of them? and why is it that those who are smartest in schools are not the leaders in active life? Is it the fault of the schools, or of active life? Is it not that the schools are not yet adapted to the nature of the human mind and the demands of practical life?

In studying the subject we should review our own experience as pupils, as well as our experience as teachers. We have been ourselves the subjects of educational experiments, and may find some clew to lead us toward the solution of our questions if we study the relation of our pupilage to our present life.

THE MATTER. — The amount of matter from Mr. Bateman in this number excludes some other articles which we had expected to present, and lessens our Table somewhat. But we do not begrudge the space given to matter so important and interesting to so many of our readers. The 'Rules and Regulations' will be found worthy of especial study by most teachers out of cities, and the advisory portion of them is good every where.

IS, OR ARE. — A correspondent refers us for answer to the Grammatical Query of February (p. 71) to Goold Brown's extensive discussion of the question in the Grammar of English Grammars, Observations on Rule XV. Brown says that *are* is the proper word. We hope to have soon opportunity to examine this matter in the pages of the *Teacher*.

ARNDT. — Moritz Arndt, 'poet, scholar, statesman, and patriot', died at Bonn, Feb. 29, aged 90. He was the author of the famous German song 'Where is the German's Father-land?'

GOODRICH. — American scholarship has suffered a great loss by the death of Rev. Chauncey Allen Goodrich, D.D., Professor in Yale College. He was born in New Haven, Ct., Oct. 23, 1790, and died in the same city, of paralysis, Feb. 25, 1860. He graduated at Yale, 1810; he became tutor there in 1812: at the request of Pres. Dwight, he prepared in 1814 a Greek Grammar, and about 1832 he issued Greek Lessons and Latin Lessons. In 1816-17 he was pastor of a church in Middletown, Ct. In the latter year, when Dr. Day became President of Yale, Mr. Goodrich was elected Prof. of Rhetoric and Oratory, the duties of which office he performed in part until his death. In 1820 he was elected President of Williams College, but declined the office. In 1839 he became Prof. of Pastoral Theology

in the Yale Theological School. From 1829 to 1839 he was Editor of the *Quarterly Christian Spectator*. In 1852 he published his 'Select British Eloquence', embracing the best speeches (entire) of the most eminent Orators of Great Britain for the last two centuries, with sketches of their lives, an estimate of their genius, and notes critical and explanatory. (8vo. pp. 947.) It comprises the substance of Dr. G.'s lectures on the great English Orators, and is highly commended by the best judges.

Prof. Goodrich's name is probably most widely known from his connection with the Dictionaries of Dr. Webster, of whom he was a son-in-law. Soon after the publication of Webster's Quarto in 1828, Prof. G. superintended the royal-octavo abridgment of the same, which has had a great circulation. In 1846 and '7 he prepared revised editions both of the octavo and quarto Dictionaries; his edition of the quarto is the work so extensively used and known as Webster's Unabridged: much of its excellence and of its popularity must be ascribed to Dr. Goodrich. In 1856 he edited a royal-octavo edition of Webster, with much additional matter: the same year he prepared the University Edition of Webster; and in 1859 was issued under his editorship the recent 'Pictorial Edition' of Webster, with Synonyms etc.

As an instructor, a minister, and a man, Dr. Goodrich was conspicuous for excellence of character as well as eminent ability.

PROUDFIT. — Rev. Dr. Proudfit, Emeritus Professor of Greek and Latin at Union College, died Feb. 11th.

NAPIER. — English papers announce the death of Sir William Napier, the historian and soldier. He entered the army at the age of 15, and was at the siege of Copenhagen, with Sir John Moore in Spain, and with Wellington in the same country. His best-known work is the History of the Peninsular War. In the studies necessary to its preparation, examination of papers, etc., Mrs. Napier rendered him great assistance. Born at Castleton, Ireland, 1785: died at London, Feb. 12th, 1860.

SALOMON. — Died in New York, Feb. 11th, 1860, aged 65, John C. F. Salomon, a practical chemist of eminence. He was a native of Prussia.

GRAY. — Prof. Alonzo Gray died at Brooklyn, N. Y., March 10, aged 52. He graduated at Amherst in 1834, studied Theology at Andover; soon he began teaching, and succeeded so that he remained a teacher the rest of his life. He wrote two volumes on Chemistry and Agricultural Chemistry while in the Phillips Academy at Andover. He next became Professor of Material Science and Mathematics at Marietta, Ohio, and twelve years ago went to Brooklyn. He next wrote a work on Natural Philosophy. Eight years ago he opened the 'Brooklyn-Highs Seminary', which has had a high reputation. With Prof. Adams of Amherst, he has written a work on Geology.

IRVING BUILDINGS, NEW YORK. — A new building on Broadway (594 and 596), above the Metropolitan, has this title, and is to be occupied by those connected with art and literature. Mr. Chas. B. Norton, agent for Libraries and for book-purchasers generally, occupies the second floor: visitors will find in his rooms rare old books, pictures, coins, and autographs. Messrs. Smith, Woodman and

Co., of the Teachers' Agency, have secured rooms there, and propose to establish a reading-room for teachers, furnished with the educational journals of the old and the new world. The London Stereoscopic Company have secured one of the stores; and the others are to be occupied mostly, if not entirely, by branches of business similar or related to those above named.

WEBSTER'S PICTORIAL DICTIONARY IN SOUTH AMERICA. — The Merriams have just received an application from the 'director of the collegiate institution at Nova Friburgo', Rio Janeiro, for twenty sets of their 'Pictorial illustrations only'. The illustrations are never sold separately from the body of the work, but this application indicates a high appreciation of their beauty and utility. Springfield Repub.

PROF. WILBER has been delivering his lectures on Geology at Jacksonville, Quincy, and other points in the State. By letter from Quincy and by the columns of the *Jacksonville Journal*, we are informed that he has given pleasure to his audiences and won reputation in both places.

IOWA SCHOOL-FUNDS.—The newspapers report that Dr. James D. Eads, State Superintendent of Public Instruction, loaned illegally, and without sufficient security, \$150,000 of the school-funds of Iowa, and that it can not be collected either of the borrowers or on the official bond; the State therefore loses it all.

STRIKING CHILDREN ON THE HEAD. — Rev. H. W. Beecher says "Never strike a child on the head: Providence has supplied other and more appropriate places for punishment." Teachers and parents, please take notice. Though the head affords room for a *capital* hit, it is not human to hit one there; and as to other places, the very suggestion calls up memories of Auld Lang Syne — shoes, shingles, and the palm of the hand. In the latter mode it was some satisfaction that it hurt the hand that hurt us. Whether Providence made any place on purpose to be struck is the question.

Aurora Beacon.

NUTTING ON LANGUAGE.—The *Michigan Journal of Education* is giving, from time to time, articles on language by Prof. R. Nutting, sen., which are valuable to those who can afford to think beyond text-books on that subject. The December number presents thoughts on the effect of rhetorical constructions. He cites as grammatical absurdities the doctrine of some grammarians who decline the verb thus: I am, you are, he is, etc.; and of the vast majority of others who get up an imbroglio of moods, voices, etc.

ALUMINIUM.—The Paris correspondent of the *Boston Traveller* says that aluminium is coming into use there with much favor. Thimbles, bracelets, and petty articles, made of it are to be found in the shops. It is even proposed to make of it cast cannon, which will be nearly as light as wood and as strong and lasting as bronze. A horseman's cap made of it turned a pistol-ball when a copper cap would have been pierced.

A SCHOOLMASTER'S DIFFICULTY.—A country dominie had a hundred boys and no assistant. "I wonder how you manage them," said a friend, "without help." "Ah," was the answer, "I could manage the hundred boys well enough: it's the two hundred parents that trouble me; there's no managing them." Exch.

THE ORIGINAL SHAKSPEARE. — Mr. Booth [an English publisher] announces a publication of much importance, being a reprint of the folio edition of Shakspeare published in 1623. If executed with scrupulous accuracy, Mr Booth will have conferred a great benefit upon all Shakspearian scholars. Publishers' Circular.

HOPPING OYSTERS. — Since the publication of Darwin's book on 'The Origin of Species', which sustains the theory of progressive development, it has become a question whether frogs are any thing more than hopping oysters on their travels toward a more advanced state of existence. Century.

A FREE COLLEGE. — The Trustees of Columbia College are said to be considering the expediency of throwing it open, without restriction, to the free admission of students from every part of the United States. Columbia College possesses means sufficiently ample to carry out this liberal project. N. Y. Jour. of Com.

AGAINST MONOTONY. — The late Prof. J. A. Alexander wrote a great deal, and varied the monotony of the slavery of the pen by altering the penmanship. The Rev. Dr. Cuyler says that some drafts of his Commentary were even written in a circle, over huge sheets of paper! He once said that, to avoid the tedium of the recitation-room, he never taught two consecutive classes by the same methods entirely, nor did he call the roll two days exactly alike. N. Y. Tribune.

SKIMPOLE. — A report having obtained circulation on both sides of the Atlantic that Leigh Hunt was the original of Harold Skimpole in Dickens's *Bleak House*, Mr. Dickens indignantly denies it; but he says that a certain gayety in the conversation of his friend was exactly such a quality as he wished to depict in Skimpole, and it was difficult to avoid too great likeness.

GERMAN UNIVERSITIES. — An American Student at Berlin, writing to the *Independent*, says, "After a nine-months' pretty close acquaintance with the Universities of Germany, I should not counsel any young man who can enjoy the best collegiate instruction at home — such as Amherst, or Union, or Dartmouth — to come abroad; for such is the faulty elocution of nearly all the professors in these German Universities that it is a slow and painful process to follow them with understanding; and then, again, the whole method of giving '*learning*' instead of daily working digestible *facts*, which strengthen a man and make him of use to the world, is so untrue to the genius of America that I am convinced that, much as travel does to enlarge character and help a man's power, little is gained in the show and method of a German University." Independent, March 15, 1860.

TEACHING COOKERY. — The Upper Canada *Journal of Education* quotes from an Irish paper an account of an attempt to instruct girls in the science and art of domestic cookery at some schools, which has proved successful and useful. We think that it would be well to introduce into our American schools such a book as Youmans's *Hand-book of Household Science*, if it should drive out much that already has a place there. It is a book for both sexes, and will do much to make healthy and happy homes hereafter.

PRONUNCIATION OF GREEK.—The *Mass. Teacher* for Dec. gave an article on this subject, urging that uniformity in all countries can not be obtained, and that there is no sufficient reason for displacing the Erasmian or common pronunciation of this country and England, and substituting the Reuchlinian or Modern-Greek style.

SHORT NOTES.—Astronomers say that the great comet of 1556 may be expected this year. . . . For the first time in centuries, Protestant schools are opened in Tuscany. . . . Liebig has been appointed President of the Academy of Sciences in Munich. . . . Herr Castendyk, a German traveler, is starting to explore Western Africa near Monrovia, under the auspices of the London Geographical Society. . . . Mrs. Butler, at a dramatic reading of *Hamlet* in Boston, lately, announced it as her last appearance before the public. . . . The last annual report of the Louisiana Deaf-Mute Asylum was printed entirely by the pupils, who much enjoy the new employment. . . . Ericsson's Caloric Engine, which many have supposed to be a failure because it could not be used to propel vessels, is much used in situations where a small steam-engine is generally called for: it is safe, economical, and easily managed. . . . Oahu College, Sandwich Islands, has been favored with \$1000 from each of three gentlemen named Williams, in Connecticut. . . . Rev. Dr. Andrew Peabody, of Portsmouth, has been nominated by the corporation of Harvard College as successor to Dr. Huntington. . . . The Williams-College Natural-History Society propose an expedition by sea to the coasts of Labrador and Greenland as far as Disco Island, for the study of natural history and to make collections. . . . The *Boston Traveller* says that Dr. Geo. B. Winship, the apostle of physical culture, lifted, on Friday, Feb. 24th, with his hands, 1136 pounds; and that he was confident that within twenty days he could lift 1200 pounds. . . . The proposition in the Massachusetts Legislature to appropriate \$3000 toward furnishing Worcester's Dictionary to the Public Schools was negatived.

UNCLE SOLOMON ON 'HORNS'.—In a certain village in Illinois the people have been agitating the question of 'license' or 'no license' for their spring election. In their temperance meetings they have the orators of their own place, not trusting to foreign aid, or asking any lecturers from the great State Alliance (which, by the way, does not furnish lecturers at all yet). Here is an abstract of a temperance speech there delivered. One speaker had referred to the 'good old Book'. 'Uncle Solomon' arose and said, "There is a story in that good old book which the brother did not have time to tell. I read there that when a man had an ox that would hook, and would n't keep him up after he was warned, he must be held for the damages. I believe in doin' that way with the rumsellers. If they will hook, I go for makin' muleys of all on 'em. The Lord never intended man should drink rum; if he had he would 'a' put his nose t' other side up, so 's 't he could n't smell it. He 's put the nose as a sentinel to the mouth. Rum will make every nerve in your body weep if you put it on it. If you do n't believe it, put it in your eye. If I knock a man down and tell him I'm sorry for it, may be he'll believe me once; but if I knock him right down again and tell him I'm sorry, will he believe me? How much of this knocking-down do we have right here in this town? We want to drive them out and stop the sale. We can lick 'em just as sure as they are to be licked. We want to drive the cussed thing out of town, boot it out, and get rid of it. 'Know you 're right, then go ahead,' Davy Crockett said.

That 's the way to do it. I 've voted the temperance ticket in this town for six years, and calculate to do it this spring, if there 's not another temperance vote in town. If you a 'n't agoin' to nominate a temperance ticket, so that I can vote with the rest of ye, I want you to make a little box for me to vote in all by myself." A temperance ticket was nominated, so that 'Uncle Solomon' will not have to 'vote in a little box all by himself'. We like his pluck.

"MOOLIES."—We find another item on 'moolies' in a report of a sermon in the *Springfield Republican*. "Now, brethren, let us return, and lay hold of the horn of our salvation. Salvation, you know, has a great many horns, enough for all mankind to lay hold of. For instance, there is the Methodist-Episcopal Church, which is the longest and the strongest horn. Then there is the Presbyterian Church, which is another horn; and the Congregational horn; and the close-communion Baptist horn; and the Free-Will horn; and the Universalist — no, my brethren, the Universalist Church a 'n't no horn at all, they are 'moolies'."

SOME RECENT BOOKS.—*Notes of Travel and Study in Italy*. Chas. Eliot Norton. (Ticknor & Fields. 75 cents.) The readers of the *Atlantic* have had a foretaste of the book in the articles on Italian art and architecture in that magazine at intervals from its commencement....*Stories from Famous Ballads: for Children*. Grace Greenwood. Illustrations by Billings. (Ticknor & Fields. 50 cents.)....*Adventures and Observations on the West Coast of Africa*. By Rev. Chas. W. Thomas, Chaplain to the African Squadron in 1855-6-7. A historical and descriptive account of the west coast, islands, etc., from Morocco to Benguela. (Derby & Jackson. \$1.25.)....*Life of Dr. Judson*. By Dr. Wayland. (Sheldon & Co. \$1.25.)....*The Marble Faun; or, The Romance of Monte Beni*. By Nathaniel Hawthorne. 2 vols., 16mo. (Ticknor & Fields. \$1.50.) A new work from Hawthorne is always an event in American Literature....*An Ancient Geography, Classical and Sacred*. By S. Aug. Mitchell. Designed for Schools and Colleges. Illustrated. (E. H. Butler & Co., Philadelphia. 12mo, pp. 340. \$1.00.)....*Cyclopedia of Literary and Scientific Anecdote*; illustrative of the character, habits and conversation of men of letters and science. Edited by Wm. Keddle, Sec'y Philos. Soc. Glasgow. (Follett, Foster & Co., Columbus, Ohio. \$1.25.)....*An Arctic Boat-Journey in the Autumn of 1854*. By Dr. I. I. Hayes, Surgeon of the second Grinnell Expedition. (Brown, Taggard & Chase. \$1.25.)....*Æschylus, ex novissima recensione Frederici A. Paley. Q. Horatii Flacci Opera Omnia, ex recensione A. J. Macleane*. Harper & Brothers have commenced the publication of the Greek and Latin Classics in 18mo volumes, at 40 cents a volume, of which series the above are the first two. The standard texts are selected, the lines are numbered, and indexes of principal words are appended.

ANNOUNCEMENT.—Brown & Taggard announce a fine edition of Carlyle's Works, revised, enlarged and annotated by the author. It will be in four volumes, with copious index and new portrait, on fine tinted paper, printed at the Riverside Press, constituting altogether the finest edition of Carlyle ever issued.

CHANGES.—We observe the following recent changes in book-publishing firms. Crosby, Nichols & Co. have taken into partnership Mr. Wm. Lee, formerly of Phillips, Sampson & Co., and the new firm is Crosby, Nichols, Lee & Co. (See

advertisement.) Brown, Taggard & Chase becomes Brown & Taggard. Hickling, Swan & Brewer, publishers of the new Worcester Quarto, give way to Swan, Brewer & Tileston. These are all of Boston.

LOCAL INTELLIGENCE.

SPELLING-MATCHES.—We are glad to see the old-fashioned spelling-matches brought up again as an occasional exercise. If managed properly, with as much repression as possible of the evil spirit of contest and emulation, they may excite an interest in spelling when the regular methods are too familiar to stir the pupils to any exertion. In the Webster School, Quincy, lately, a match in two departments of the school was tried, lasting nearly two-and-a-half hours, with fifteen minutes' intermission. In the second division thirteen boys and eighteen girls tried their skill, girls against boys; three boys kept the floor against all the girls; George Touzlain became victor. In the first division twenty-six boys stood against twenty girls: at first the girls excelled, for some time keeping twice as many of their side as of the other on the floor: then four boys maintained their ground for thirty-five minutes, and put out all the girls but four. At length there were but two on a side, then one on each, and finally Hannah Mahoney stood victor. The words which spelled down the leaders are not given: generally they are not the very long and rare words, but some of commoner use.

STATE-FAIR PREMIUMS.—The next Fair of the Illinois State Agricultural Society will be held at Jacksonville, commencing Sept. 10, and continuing through the week. Among premiums offered is one for a common school. The following is the resolution in regard to it adopted at the meeting of the Executive Committee:

"Resolved, That this Board offer for the Society, as a special premium, a Library, not to exceed the value of \$50, for the best-regulated and best-conducted common school in this State; special reference to be had to its adaptability in its system of instruction to the wants of the children of the industrial classes, and to encouraging and elevating the character of industrial pursuits and those who engage in them."

Views vary so widely as to the 'adaptability in system of instruction', there is so much want of a recognized standard, that the award will, if noticed at all, call forth as much dissent as did the late award for the best farm. We would have been glad, in the present condition of public sentiment, to see a premium offered on a basis more readily and uniformly judged of by every educational man. A premium for the best attendance, regarding both regularity and punctuality, would have presented a definite point, on which all would form similar judgment, and where figures, not opinions, would decide the question. No system of instruction is adapted to usefulness without good attendance.

STARK COUNTY TEACHERS' INSTITUTE held a three-days session, at Toulon, during the first week of November last. This was the most interesting, profitable, numerously attended, and successful Institute ever convened in the county. Rev. R.

C. Dunn, School Commissioner, was re-elected President; Rev. A. J. Wright, V. President; and O. White, one of the editors of the *Stark County News*, Secretary.

The discussions and recitations were spicy and brief. On Thursday evening B. F. Taylor, Esq., of Chicago, delivered a very able and interesting address to a crowded audience in the Court-House. On Friday evening the President gave a lecture, and this was followed by Prize Readings and Essays. The most intense interest was excited by the reading (for a prize) of 'The Spider and the Fly'. Mr. C. J. Gill, a teacher in Toulon, was the successful competitor. The prize for the best essay was awarded to Miss H. E. Rogers, of Valley Township, near Lawn Ridge.

Thanks were voted to Mr. Taylor and Mr. Dunn for their lectures; and to Mr. O. H. Britt, of Chillicothe, for his valuable assistance.

No leader was employed, the teachers preferring to conduct their own exercises.

MERCER COUNTY TEACHERS' ASSOCIATION.—In consequence of the heavy rain which fell on the morning of the 22d inst. [February], there was no meeting of the teachers during the day, in response to the call of the Committee of Arrangements; but on the morning of the 23d most of the teachers near Millersburg, and a few true-hearted from the extreme parts of the county, in all about twenty in number, assembled at the Town Hall in Millersburg. President Shedd being absent, Vice-President Atwater presided during the session. W. Miller was elected Secretary *pro tem*.

The Institute was opened with prayer by Rev. J. S. Poage. A drill in the following exercises occupied the day: Reading, C. T. Chase, of Chicago, leader; Mental Arithmetic, John M. Miller leader; Grammar, J. E. Harroun leader.

In the evening Mr. Chase made some remarks advocating longer sessions of Teachers' Institutes, and discussed the propriety of asking public aid in conducting the same. Mr. Poage followed with a lecture of some length, which was listened to with intense interest, by a large audience of citizens. Some of the points discussed were, The School-House, The Teacher, School Directors, and School Visitation. The Millersburg Glee Club added a charm to the exercises by singing several pieces of music.

On the 24th the Institute was opened with prayer. Mr. Miller not being able to attend during the day, J. E. Huston was elected Secretary *pro tem*. for the remainder of the session. A committee, consisting of J. S. Poage, M. Bigger, and Wm. Voris, was appointed to make arrangements for the annual meeting of the Association. The same programme was followed as yesterday, with the addition of an exercise in Written Arithmetic, conducted by J. S. Poage, and an exercise in English Grammar, conducted by J. C. Graham. In the latter part of the afternoon resolutions on educational subjects were offered, and a lively discussion followed.

In the evening C. M. Clark read an essay—subject, Geography. Mr. Poage then spoke on the following topics: Regular Attendance, Order in School, and Self-Government. A resolution of thanks to the citizens of Millersburg, for their kindness and attendance during the Institute; and also one thanking the Glee Club for their services in rendering our meeting a pleasant one, and constituting its members honorary members of the Association. The Association then adjourned, to meet at Ohio Grove in September next, at the call of the Committee of Arrangements.

J. E. HUSTON, Secretary *pro tem*.

S. B. ATWATER, Acting President.
Aledo Record.

APRIL INSTITUTES.—Boone County Institute will be held at Belvidere, during the first week in April.

Bureau County Institute will be held at Princeton, April 6th and 7th.

Cook County Institute will be held at Harlem, commencing April 9th.

Douglas County Teachers' Institute will be held at Camargo, April 16th to 21st. T. R. Leal, of Urbana, is to be conductor, and a good meeting is expected.

Hancock County Institute will be held at Hamilton, April 9th.

Lasalle County Institute will be held at Lasalle, commencing April 10th and continuing in session three days.

Lee County Institute will be held at Amboy, three days, beginning April 3d.

Pike County Institute will be held at New Hartford, beginning April 27th, and continuing till Saturday following.

Sangamon County Institute will be held at Springfield, the first week in April.

WINNEBAGO COUNTY INSTITUTE.—By request of the citizens of Roscoe, and other friends of education, the next session of the Winnebago County Teachers' Institute will be postponed until fall.

S. SWEET, President.

F. G. ENSIGN, Secretary.

DEFERRED.—Want of room compels us to defer the List of School Commissioners until next month.

NOTICES OF BOOKS.

A DICTIONARY OF THE ENGLISH LANGUAGE. By Joseph E. Worcester, LL.D. Large Quarto, 1854 pages. Boston: Hickling, Swan and Brewer. \$7.50.

We have here the long-expected Worcester quarto, which is all the better for the long delay, as the time has been used to make it nearer perfect. It is a beautiful book, and we have taken great pleasure in looking over its pages. It has excellences peculiar to itself. The introductory dissertations and tables, although no essential part of a dictionary, are valuable, and contain much information in small compass that we can not easily find elsewhere. The appendix matter is not so rarely met with, but is very convenient in a dictionary.

The vocabulary is of course *the* dictionary, and the book must be judged by its excellence. We shall make no comparison of this book with its great rival, the Webster Dictionary: we could not fairly compare the two without a great amount of labor which we have not time to bestow, and we shall speak of it simply as we see it in itself. We have referred to this book probably a hundred times within the week past in the course of our reading, for words which struck us as new or unusual; we have also referred to it for words likely to test the definitions of words not unfamiliar; and we value it more and more as we thus make acquaintance with it. We have not found all the words we sought, nor did we always approve the definitions: but we have studied language too long to expect such perfection in the work of any man; and we can attest the evidence of scholarship and of careful critical labor which meet us throughout the volume. We hope that the book may meet with extensive sale, and that the labor of the author and the enterprise of the publishers may find their reward. No scholar will fail to ob-

tain it as soon as he can, whether he gives it the first place in his esteem or not: and until the full dictionary of the language is written—an event that can not soon take place—and even after it is written, since it must be too large and costly for common use, this volume will occupy an honored place in our libraries, in our colleges, academies, and schools, and on the scholar's desk. We hope ere long to obtain for our readers a fuller review of it, that shall show its character by telling what it is, in detail.

AMERICAN NORMAL SCHOOLS: their Theory, Workings, and Results, as embodied in the Proceedings of the First Annual Convention of the American Normal-School Association, etc. New York: A. S. Barnes & Burr, 1860. pp. x and 113. 75 cents.

This is the report of the convention named in the title, held at Trenton last August, and embodies most of the papers read, with a sketch of the discussions elicited. It is a very interesting volume, and gives much information on the matters named in the title. It has the paper of Prof. Crosby on 'The Proper Sphere and Work of the American Normal School'; Prof. Ogden's paper discussing the questions 'To what extent can the Art of Teaching be taught in our Normal Schools? What are the best methods of doing this?' and Prof. Edwards's paper on 'The Course of Study best suited to the Objects of American Normal Schools'. Pictures and plans of some Normal-School buildings illustrate the work.

ROBINSON'S PROGRESSIVE PRIMARY ARITHMETIC; 15 cts. **ROBINSON'S PROGRESSIVE INTELLECTUAL ARITHMETIC;** 25 cts. Ivison & Phinney, New York; and S. C. Griggs & Co., Chicago.

These little works of Robinson's Series are, like the Progressive Practical of the same series noticed by us last September, prepared principally or entirely by Mr. D. W. Fish, of Victor, New York. They are good works of their class, and will doubtless win an extensive circulation. That portion of mankind who think that the first intellectual arithmetic is still the best will, of course, not think it worth while to look at this book: those who use it will find good methods, good arrangement, and good suggestions to the teacher.

HANAFORD & PAYSON'S BOOK-KEEPING. Book-keeping by Single and Double entry, for Schools and Academies, By L. B. Hanaford and J. W. Payson. Boston: Crosby, Nichols, Lee & Co.

This work on Book-keeping is issued in three forms: the Common-School Edition, single entry only, 64 pages of the size of the Payson, Dunton & Scribner Copy-books; the High-School Edition, single and double entry, 112 pages; the Academic Edition, single and double entry, with treatise on Mercantile Arithmetic, 256 pages. A peculiar feature of the work is its engraved pages representing in script-hand the proper appearance of the Day-Book and Ledger pages, so that it is at the same time a practical work on book-keeping and a copy-book. Every school of the grade of a grammar school ought to introduce book-keeping into its course as a practical application of arithmetic; it need not be deemed a separate study, but a practical branch of arithmetic: and for such use we have seen no book better than this; none, indeed, so fully adapted to the purpose. The arithmetical appendix is very good. This Book-keeping has been adopted as a text-book in the Chicago Schools.

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GENUINE SCHOLARSHIP.*

RARE intellectual accomplishments have always commanded admiration. Though the honors, the possessions, and the emoluments of this mutable and perishable world have generally bounded the view and elicited the energies of the struggling multitude, yet there have ever been not a few to rise superior to the swaying passions and petty pursuits of the thoughtless throng, and pay their homage at the shrine of sovereign, mighty intellect.

This admiration of mental excellence, and the accompanying desire to attain it, have not been confined to any particular age or place: but have been felt wherever a human heart has throbbled, and whenever a human soul has thrown an inward gaze upon its own energies and powers. They arise from a universal consciousness of the mind's immortality: a consciousness originating deep among the soul's intuitions, quickened by evidences which break upon it from innumerable sources, and deepened into conviction by the unimpeachable testimony of the word of God. This universal sentiment, which echoes eternally in the mysterious depths of man's consciousness, invests every thing relating to mental culture and development with a peculiar charm, which has never failed to arrest the attention of the thoughtful, even where the higher motives to scholarship presented in the Bible were unknown. It was this which influenced Socrates to calmly and wholly give himself up to the delights of wisdom: this which led forth to Chaldea's hills the star-gazing seer; this which induced all that intellectual activity which culminated in the art, the genius, the scholarship, of ancient Greece and Rome — a scholarship which atoned for the poverty of its scientific attainments by the richness of its lin-

* An Essay prepared for the State Teachers' Association.

guistic treasures, and for its powerlessness to affect the conditions of man's existence by the gorgeous web of poetic dreams which it flung around them.

But, though it has ever been conceded that the possession of mind is the peculiar glory of humanity — that its treasures are the most precious and its achievements the most exalted; and though this sentiment has ever operated as a countercheck to the grossness and barbarism of unenlightened times; yet the *real mission of knowledge* and the *true end of culture* remained for a long time undiscovered. Indeed, we have reason to suspect that they are but partially understood even in this age, when men are accustomed to felicitate themselves upon having attained the summit of human excellence and power.

Though there is a general demand for education, and though the State has, by statutory enactments, nobly responded to humanity awakened and clamoring for its rights, yet it can not be denied that there exist great indistinctness of perception and much confusion of ideas concerning the *real uses* of the knowledge which is so eagerly sought and the *true purpose* of the culture to which so many aspire. The busy masses, occupied with the concerns of practical life and absorbed in the pursuit of the material, have little time or thought to bestow upon questions such as these; and, while they recognize the value of cultivated intellect, that value is too frequently derived from its superior ability to promote sordid ends and further selfish aims. Especially is this true where a population gathered from the four quarters of the earth, without local attachments, strangers to each other, and unfettered by the social ties which unite the people of older communities, are engaged in developing the resources and building up the institutions of a new State. In the struggle for physical comfort, for wealth, for influence, inseparable from such a state of society, every element of power is eagerly wrested to purposes of ambition, and the diviner faculties of the soul unhesitatingly sacrificed on the altars of Mammon. Hence it is that the *lower* classes in all our institutions of learning are *thronged*, while the *higher* ones are left almost deserted by squadrons of half-developed intellects rushing madly forth to battle with the stern realities of life. Hence it is that we witness the anomaly of a *whole people* in possession of the keys of knowledge with *so few examples* of that high degree of culture which may properly be denominated *genuine* scholarship: a culture which renders the mind pliant and adaptive, which fits it for a systematic and symmetric exercise of all its varied powers, and for meeting the necessities and realities of life with all its forces drawn up in battle array whenever that array shall be requisite.

Similar in kind, though dissimilar in results, was the error of the ancient scholars. To them, knowledge was not a power to be wielded for the general good, but simply a means of satisfying the mind's desire to know. Taking no cognizance of man's social or moral obligations, we too often find them accumulating treasures of wisdom very much as the miser accumulated his treasures of dust—solely for the gratification they afforded—without any thought of, or care for, the social transformations they might be made to work on every hand. Upon *their* vision light from the celestial gates had never beamed. To them it had never been revealed that the highest function of Omnipotent wisdom is, to exert its power for purposes of universal beneficence. Proud in the possession of mind, they concluded that man's chief end was *to know*. They therefore sought knowledge as a means of personal gratification and emolument, without dreaming that the allegiance of intellect, with all its glittering array of faculties and all its Briarean powers, was due to the good of human society. Such an idea of learning, repugnant as its selfishness is to the sublime spirit of morality and self-sacrifice inculcated in the Bible and illustrated in the lives of modern scholars, was doubtless better than none, as it was useful in preparing the general mind for the dawn of a brighter day which was fast approaching, and was ushered in by the voice of the angel which 'publisheth glad tidings'. "When Christianity came with its higher and more generous inculcations, and laid upon every human faculty its broad and eternal requirement to 'do good';" when the alleviation of human suffering was shown to be a vocation worthy of the Son of God; then did the wise men discern something beyond their wisdom. This sublime spectacle of a superior intelligence calmly deserting its lofty seat to bear healing and happiness to the hearts and homes of men inaugurated a new era in the educational as well as in the theological world. Then was first discovered the *true* value of knowledge, in its power to enlarge man's capacity for benign exertion; and in these new motives thus brought to bear upon intellectual culture do we discover the secrets of *true* scholarship. For, much as we may reverence resplendent intellect or exalted genius, we can conceive of no higher style of *man* than he who lives to do good; who builds his studio on Mount Calvary, and, in the sublime spirit of morality and self-sacrifice there imbibed, consecrates to the service of humanity his whole being, intellectually and spiritually, through the exercise of the faculties of a cultivated understanding. How do the glitter and gloss of an erudition acquired for selfish purposes wane and pale before the moral glory which illumines the pathway of such a man. It is to such minds as these, purged of the dross of selfishness and inspired by lofty aims, that nature has opened her storehouse

of wonders and science yielded up her most available truths. It is to such minds as these, toiling often in secret and unrewarded, that society is indebted for the discoveries which have wrought out its greatest ameliorations. It is to the production of such minds as these that all our energies should be directed at a time like the present, when the rage for traffic and the lust for gain have so thoroughly possessed all classes of society that it is next to impossible to retain the young in school for a longer time than is necessary to fit them for the common affairs of life. With the popular mind so favorably disposed as to provide all the array of educational appliances and facilities which are at our command, the blame will rest mainly upon the teachers if there is not more of this generous philanthropic spirit infused into our educational systems, and if higher motives and considerations than merely selfish and sordid ones do not soon come to be the principal ones which induce the young to undergo the training of the schools. It was my intention at the commencement of this essay to indicate some of the methods by which this may be brought about; but space forbids, and I leave this part of the subject to the consideration of other minds, if it should be deemed of sufficient importance to occupy the attention of such.

H. A. CALKINS.

OVERTASKING PUPILS.*

THE laws of this State require all towns and cities to make provision for the education of children over five years of age and under twenty-one. The question has been agitated to some extent, whether the evils of admitting children to the forcing process of our classified and graded public schools at the tender age of five years is counterbalanced by the advantages gained by this early admission. Our school-rooms have really become forcing-houses for young minds, with all the modern appliances of improved school-books, pictures, slates, and black-boards, with teachers fresh from our Normal Schools, ready and willing, and sure to teach these little ones in an incredibly short space of time the names, sounds and combinations of the letters of our language, together with a variety of other things too numerous to mention; all this requiring the highest exercise of memory, comparison and reflection, far too severe for minds so young to grapple with. The

* Extract from the Report of LUTHER HAVEN, Pres't of the Chicago Board of Education. 1860.

result of such training is, too often, a prodigy of intellectual attainments, in babyhood ; one fitted for college honors or for business in early childhood ; but in early manhood, too often an enfeebled mind in a worn-out and wasted body. Had this Board the power to exclude all under six years of age from our school-rooms, future generations would thank us for using it, and more vigorous minds in more vigorous bodies would be the result.

Children at the tender age of five years can not with impunity be subjected to the discipline of our public schools. The necessary confinement of a well-regulated school-room will, in too many instances, engender deformities and diseases, to be carried through a life of sorrow and suffering. Girls suffer more in this respect than boys : they have less out-door exercise ; they are less prone to disobey the teacher and to obey nature. The customs of society sanction a greater variety and more vigorous exercise for the boys than for the girls, while that same custom gives far too little and too gentle for either. A change must be brought about, or a nation of dwarfs will be the result.

These remarks do not apply so much to the country as they do to the cities and towns, where the schools are kept up during the greater part of the year. As an introduction to a reform that must sooner or later take place, I would suggest the propriety of applying to the next Legislature for a law authorizing those cities and towns that keep up yearly schools to regulate the age of admission as shall to the guardians of these schools seem best. In Germany, Switzerland, and Austria, none under six are admitted to the free schools. The same is true of many of our own cities and towns.

Intimately connected with this subject is the overtasking of pupils while in school. This is a serious evil ; an evil that has been gradually growing upon the schools of our country, and requiring at the hands of those having charge of them the most watchful care and attention. Boards of Education and committees are held responsible to the public for the amount of labor accomplished in the school-room ; teachers are held responsible to their employers for the same thing, and their success is measured by the amount 'extracted from childish brains', regardless of the almost-forgotten fact that children have a physical as well as an intellectual existence. Then comes the stimulus of marks, rewards, emulation between pupils of the same school and classes of different schools, urged on by teachers whose pay and position depend upon the most done in the shortest possible time, and too often the urging and encouraging of fond parents and friends ; and all combined keep the mind of the child up to the highest pitch of intellectual attainment. What wonder, then, that, under all these spurs and incentives to labor, so many break down in early childhood ?

What wonder, that we see in our school-rooms so many pale, wan cheeks, where we should look for rosy health? What wonder, that we oftener see in the school-room than elsewhere the curved spine, the depressed chest, the worn and jaded and sickly forms of those who should be erect, with full expanded chests, and all crowned with joyous and vigorous health?

Six hours of hard intellectual labor in the school-room is as much as the most vigorous can long endure; and this for the time our schools are in session—ten months in the year—would break down many robust and healthy men. What, then, must become of that class in our schools—and the number is not small—who are feeble and delicate and sickly? As a nation, intellectually, we are making rapid strides. If we have not found the royal road to learning, we have found all the short ones, and all the means of rapid progress on them. But physically, we are, as a people, degenerating. Machinery is doing much of the labor of the land; manly sports are out of date and ignored, and we are fast becoming a nation of pigmies in body, but giants in mind, especially in childhood. This ought not to be: education, in our day, should give well-balanced, well-disciplined and well-developed minds—minds prepared to think, to reason, and to determine, in strong, healthy and vigorous bodies.

That modern writer who endeavored to show that murder was one of the 'Fine Arts' must have had in mind an American school-room, where the Board of Education, teachers, and parents, are all endeavoring, in the most refined and genteel way, to render valueless or extinguish the lives of those placed in their charge. The tyrant who gave orders for the destruction of all the first-born of his dominions has justly been regarded as a monster of cruelty, and his name has been anathematized for the last eighteen hundred years, and will be to the end of time. What measure of condemnation should, then, be meted out to those who go to work systematically, not with the intent, to be sure, but no less effectually, to destroy, not only the first-born of the land, but all from five years old and upward? More than one-half of the children born die before the age of eighteen: how many of them die of education it may be difficult *accurately* to determine; but that many of them are *educated out of existence*, and others suffer from this same fearful malady, none who are visitors to our school-rooms, and are observers of what they there see, will for a moment deny. Horace Mann said, years ago, and the evil has been constantly on the increase since, that, so far as the body is concerned, 'our schools provide for all the natural tendencies to physical *ease* and *inactivity*, as carefully as though paleness and languor, muscular enervation and debility, were held to be constituent elements of national beauty'.

And such is the case: a languid and sickly body, bending in childhood under the weight of mental labor that would crush most persons of mature years, is regarded as 'interesting', 'promising', 'beautiful', if from that same wan, worn body, on examination-day, come *torrents* of French, Latin, Philosophy, Astronomy, and the Higher Mathematics, all, in the enunciation of every word, syllable and letter, in exact accordance with Worcester or Webster.

If it be true, as a prominent and faithful laborer in the cause of public education once asserted, that 'a man without high health is as much at war with Nature as a guilty soul is at war with the Spirit of God', and if overtaking the mind in childhood tends to destroy or impair the constitution or the health, then surely no Board of Education can be guiltless if they permit any overtaking in the schools under their charge, on any pretense whatever. 'Strict discipline and hard study' are the only certain grounds of success; but that discipline and study should only last during the five, or at most six, school-hours of the day, and then the books should be cast aside, and the balance of the day devoted to hard physical labor, athletic sports, gymnastics, or such other bodily exercise as shall tend to harden and develop the muscular system. It should not be understood that our own schools are especially faulty in this particular; but that a reformation is needed, and that less hard mental labor should be required, and more attention given to the physical, especially in our higher classes, is too apparent to need further remark.

I can not but commend this subject, not only to the Board of Education of this city, but to all having charge of educational institutions: the evil is a national one.

THE VALUE OF ENGLISH GRAMMAR—WHAT IS IT?

SECOND LETTER.

"American education—especially home education—is wanting not in quantity so much as in quality: in that it is fearfully teaching; and we, the educators, are the ones to blame for it."

Atlantic Monthly, March, 1860.

MR. EDITOR: In estimating the value of any branch of study, we naturally ask what are its proposed objects; how near does it come to accomplishing them; and is the requisite expenditure of time compensated by the resulting acquisition of knowledge. The objects may be undeniably good; but if the proposed study fails to enable us to

attain them, if its methods are eminently defective, or if, considering the good attained, the time spent is too much, we can not commend the study. *Cui bono?* 'what is the use?'—this is our legitimate question.

The study of the English language is one that we must take up in some shape: a child who is learning to read is studying the English language: one who is learning to form his own speech by that of his elders is a student of the language: still more is he one who gives attention to grammar, rhetoric, etymology, and other higher branches of English philology. I wish that all useful branches of English linguistic science might receive much more attention; and I oppose our present grammatical courses mainly because I believe that they waste the student's time, give him false views of language, and hinder him rather than help him toward the two great and most desirable object of linguistic culture, which are — practical skill in the use of our own tongue, and strengthening discipline of mind.

We can not determine the value of anything *à priori*, but it must be judged of after experience. If we should discover a new metal in the bowels of the earth, we could not fix its value by our admiration for it, or by its cost to us; but it must go into market, and there take its rank by its usefulness. So of grammar we can not say in advance — 'it must be useful to know these definitions and rules', and thereupon estimate its value: we must test it by experience; we must estimate it not by the judgment of those who elaborate and urge it, but by the judgment of disinterested men.

Now, for the two objects of linguistic culture named above, what is the value of our present course of grammatical study? Let teachers answer first. They will testify,—they do testify to me whenever I ask them, that skill in the practical use of English and readiness in grammatical knowledge do not go together: their best grammarians are often unskilled in the use of language; and those who use the best language are often indifferent to grammar, or even averse to it. And in respect to discipline, teachers very frequently find that eminent success in grammar is often the attainment of those who have considerable facility in acquiring 'book-lessons' and in applying arbitrary definitions and rules, with but little real judgment: that is, they have no power of judging of the subject independent of the book-rules. I believe they will say that this is more frequently true of grammar than of any thing else that they teach.

I quoted in my former letter the testimony of MACAULAY, who says, "We can not perceive that the study of grammar makes the smallest difference in the speech of people who have always lived in good society." He might have extended his remark to people of every grade. In the *Mussachusetts Teacher* for January last I find the following:

"As a general thing, scholars do not learn to speak correctly; and many a teacher in the use of words daily sets at defiance well-known and -understood principles of grammar, and is thus constantly placing before the scholar examples unworthy of imitation. Many a teacher have we known who could parse *Paradise Lost* to the satisfaction of the most exacting committee, yet in familiar conversation after the examination was over would repeatedly commit errors which showed too plainly that there was some where a radical defect in his knowledge of principles of grammar or of their application in speech." "The fact of which we are speaking is too common to need further illustration. It is notorious that many,—the majority we may safely say, so far as our observation has extended,—of both teachers and scholars, do not in common conversation apply the rules and principles with the application of which they are familiarly acquainted." "As grammar was commonly taught a few years ago, and as it is now taught by too many teachers, it was the dryest of all dry studies: few enjoyed it; almost none derived much practical benefit from it." The writer of these extracts thinks the fault is not in the grammar, but in the manner in which it is taught; but, I ask, why is it that our best teachers can not offer us examples of different results? Has no body the right *method* of teaching grammar?

Mr. Bates speaks as follows in his '*Institute Lectures*'; a collection of lectures delivered by him before institutes in Pennsylvania, and which contain many good suggestions and pleasant pages for the teacher: "When Monsieur Jourdain in the French comedy is told that he must bring his jaws very near together and stretch the corners of his mouth toward his ears whenever he pronounces the vowel *i* [same as English long *e*], the direction seemed to the unsophisticated ignoramus like very profound learning. But whether the pupil was enabled to give utterance to the sound any better after he had that learned rule than before, we are not informed." (pp. 164-5.) "A large majority of those who study grammar do not reap the proper, the legitimate results." (p. 165.) Now, I submit that the actual results almost universally obtained are the *legitimate* results and the results which we must expect. If I use in my garden a certain process many times and in a 'large majority' of cases get a certain result, I take that to be 'the legitimate result'. If a physician gives opium to his patients and finds that in 'a large majority' of instances it relieves pain, he counts the anodyne effect 'a legitimate result' of the use of opium; and as he does not obtain catharsis, he judges that not the legitimate result. So if we dose our pupils with 'grammar as it is' under any and all present methods, and get for result confusion, and do not get practical skill in

the use of the language, or valuable discipline, we must still admit that we have the legitimate result.

But we will quote still further from Mr. Bates. "How many of those who study grammar improve in speaking and writing the English language in any tolerable proportion to the time and effort expended, I submit to the good judgment of practical teachers to decide. The position which the study of grammar now occupies in many of our schools is not very unlike that held by the steam-engine in the early history of that invention, when nearly all the power was expended in moving the wheels and gearing necessary to its own motion." (p. 165.) "There are but few of those who study English grammar in the way in which it was formerly taught in our common schools who are enabled thereby to speak and write the English language more correctly." (p. 172.) And where, we may well ask Mr. Bates, is the teaching of grammar *now* conducted with any different results? Not in any common school, high school, academy, or normal school, that we have yet heard of.

Our great American philologist, Geo. P. Marsh, says, "So far as respects English . . . , a knowledge of grammar is rather a matter of convenience as a nomenclature, a medium of thought and discussion *about* language, than a guide to the actual use of it; and it is as impossible to acquire the complete command of our own tongue by the use of grammatical precept as to learn to walk or swim by attending a course of lectures on anatomy." "In English, grammar has little use except to systematize and make matter of objective consideration the knowledge we have acquired by a very different process. It has not been observed in any modern literature that persons devoted chiefly to grammatical studies were remarkable for any peculiar excellence or even accuracy of style: and the true method of attaining perfection in the use of English is the careful study of the actual practice of the best writers in the English tongue." (*Lectures on the English Language*, pp. 87, 88.) Mr. Marsh elsewhere indicates an error of our grammarians, and ascribes it to the fact that most of our ideas of the structure of language have been derived from the very artificial system of the Latin grammar. (*Op. cit.*, p. 282.) Again, he says, "He who resolves to utter or write nothing which he can not parse will find himself restricted to a beggarly diction." (p. 655.) Of his opinion of a frequent effect of the study of grammar, an effect of which I have noticed examples, we learn something in this sentence: "Persons of little culture, but of good linguistic perceptions, will not unfrequently follow old-English or Scottish authors with greater intelligence than grammarians trained to the exact study of written forms." (p. 176.)

Dr. Webster, in the introduction to the Quarto Dictionary (*pp. lii-lvi.*), criticizes certain alleged errors of expression, and ascribes their introduction and prevalence to our grammarians. Mr. D. B. Tower says in the preface to the *Grammar of Composition*, "It has become a matter of public notoriety that pupils may excel in grammar and 'parsing' as taught in our schools, and yet be unable to form grammatical sentences, either orally or in writing." Mr. Northend quotes the statement approvingly in his *'Teacher's Assistant'*, and says that, "for years and tens of years, a sort of word-repeating and formal round of technical parsing have constituted the sum and substance of grammar in many of our schools, though within the last ten years the study has been more wisely taught by most good teachers." I am, however, very skeptical as to any real improvement while we keep the old theories and definitions as basis: it will be found to be putting new cloth on an old garment. A writer in the *Massachusetts Teacher* for March says, "Can we spend our time on mere words as constituting the science of grammar? *We have tried it long enough; and it has failed, by universal consent.*" Neither can it be propped up by an attempt to engraft the system of Ollendorf [that is, exercises in composition, etc.] on the erroneous system adopted. Neither of them has any vitality, because neither has grown out of the mind, but been imposed upon it." (*p. 84.*) He says further, "If the correct use of language is the object in studying grammar, then I would advise the use of 'Tower's Grammar on an entirely new system', the first direction for the use of which is, to put the pupil for five or six years into the best family in the city!"

Rev. J. W. Pratt, Professor of English Literature in the University of Alabama, says in a lecture before the Alabama Educational Association (given in the *Southern Teacher*), "It is certainly an anomaly that the very methods which for a long period have been considered the proper methods of teaching an art should have *invariably failed* to accomplish the very results for which they have been assiduously pursued." (*Southern Teacher, Vol. I. p. 33.*) "English grammar can not teach and is not adapted to teach the art of speaking and writing the English language, to children." (*p. 37.*) "We persist in telling our pupils and in persuading ourselves that the study of English grammar is a means of learning to speak and write good English; and we go on from year to year in the same old track, hoping that one day the falsehood may become a truth." (*p. 36.*) On the next page he speaks of 'the universality of our failure'. "In ninety-nine cases out of a hundred, wherever you find a boy that speaks good English, you will find that he has not learned it from the grammars at all." (*p. 82, numbered in error 34.*) Jonathan Dymond said, as quoted by

Goold Brown, "I think it would be expedient to dispense with the formal study of English grammar We learn the grammar in order that we may learn English; and we learn English whether we study grammars or not." He adds that good society and well-written books teach English grammar sufficiently without grammars, and grammars never teach English without such society and such books. Goold Brown quotes this (*Gram. of Gram.*, chap. VIII) to refute it, as it seems to me with very little success. He admits the inefficiency of methods used before his own, but expects *his* book to avoid the objection. He says, indeed, that "English grammar is still in its infancy": (*Gr. of Gram.* ch. II.) his successors will affirm that he has not trained it out of its swaddling-clothes.

But enough of this. I have made these quotations to show that I am not alone in my complaints against English grammar; that there is a wide-spread discontent; and that my expression of it is no private whim. I might have extended the list largely. I have quoted mostly from recent books, because I wish to apply what I say to grammar now, as now taught in our schools. The authors of these quotations hold very diverse views as to what is to be desired and as to the precise fault; but all agree in their condemnation. The multiplication of text-books on grammar is itself an evidence how little satisfaction is felt in what has hitherto been done. But the end is not yet.

SILAS WESTMAN.

TEACHERS' INSTITUTES.*

ANOTHER means of improvement, and one that may be rendered highly efficient, is the *Teachers' Institute*. This association had its origin in the necessity of teachers meeting to interchange sentiments on the various topics of their profession. They were intended, as far as in the nature of things possible, to sustain the same relation to the mass of teachers that the Normal School does to its pupils.

The plan, as it still is, was to have experienced teachers exhibit before the institute their modes of teaching in what are commonly called 'drills'; to set forth their views on the various subjects of common-school education in lectures; and to enable the teacher by means of debate upon any subject proposed to the association to ascertain the

* Extract from an Address of JAMES GOW, delivered April 4th, at Amboy, before the Lee County Teachers' Institute.

experience, and the opinions of others. This plan is, perhaps, the best that could be adopted.

As a professional teacher, and one of your number, deeply interested in whatever concerns the teacher, I would beg leave to suggest some points wherein improvements may be effected and the institute rendered more efficient.

The institute should last no longer than it can be made interesting and profitable. We have attended institutes where the question recurred every half-hour, What shall we do next? where the executive committee, ignorant or negligent of its duties, failed to have every moment of time occupied by competent lecturers and instructors procured beforehand, and were compelled to resort to the necessity of prevailing upon those who had come unprepared, and not expecting to be called to such a duty, to undertake the task of interesting the institute and 'putting in' the time. Of course, all the exercises were dull; the lectures were prepared in haste, and undigested, such as could interest no one of intelligence; the drills were without life, dull and uninteresting, and we all went away feeling that the institute had been a failure, a drag from first to last. The first matter of importance, then, that life and animation may characterize the institute, is to have the entire programme of exercises so arranged that every moment may be occupied.

We have frequently heard the question asked by teachers who had attended institutes, whether they are of any use; whether they accomplish any good. We know of no subject more worthy of our attention than that suggested by this question, nor of a more appropriate time or place to consider it than now and here. Are we in the habit of receiving valuable ideas at our institutes, such as we can take with us into our school-rooms and make practically useful? Who of us now here, and who have been in the habit of assembling twice a year in a teachers' institute, has received any valuable information by which he has improved his system of teaching or government, or in any way rendered his labors more effective? As we understand it, this is the object of the institute; and unless it accomplishes this end it fails to accomplish that for which it was established.

To make the institute efficient, our lecturers must be teachers; men who, by success in the school-room, are qualified to instruct others. In no profession is there so much complaint of a want of respect and proper appreciation on the part of the public as in ours; and at the same time there is no profession that has so little respect for itself, and so little professional pride. To prove this it is only necessary to direct your attention to one point: who are frequently (perhaps generally) the prominent lecturers at our institutes? are they teachers

who by energy and talent have been successful, and have thereby acquired the right to assume the position of instructors to others? No: the teachers, through their committee, select a minister, or lawyer, or physician, or editor, or book-agent, to enlighten them as to the duties of their business and the best means of accomplishing them; persons who have never given an hour's study to the subject of teaching, who are interested only to the extent of being in favor of general education and the free-school system; whose highest qualifications for such a duty are, that while at college, in order to support themselves, they taught a country school perhaps three months in the year, for two or three years—during all that time, however, engaged in studies not at all connected with their duties as teachers. Would any other profession suffer such an indignity as to permit a person not belonging to their number to address them on topics pertaining to their business? We have within our ranks men of talent, of liberal education, of experience as teachers, who are, in every respect, qualified to interest and instruct us; and they alone should conduct the institute.

The ostensible object of our association is the improvement of the teacher. All our exercises, therefore, should have this end in view. Our addresses and essays should be on educational topics, and treat of matters of importance to the teacher. It is high time we should discountenance 'hifalutin' essays on the 'unseen', the 'ethereal', etc., having not even a remote bearing on the subject of teaching, without originality, and without merit. It will be time to introduce such subjects when school organization, classification, grading, recitations, recreation, rewards, punishments, and scores of others, have been treated of. These subjects surely ought to interest the teacher more than any others: they constitute in part his professional knowledge; and when they have been discussed and disposed of, we may have lectures and essays on other subjects, not connected with the subject of teaching.

The most important feature of the institute, and that which gives to it the most interest, is what is called the 'drill'. As the term imports, this exercise was intended to exhibit modes of teaching, to show how to conduct a recitation; and for this purpose the institute was to be formed into a class to be drilled. This, as far as the participation of the institute in this exercise is concerned, except in asking questions of the lecturer, has failed; for there is not sufficient equality of grade among the teachers, both of attainments and practice, to render the 'drill' spirited. The lecturer must be both teacher and scholar, or he must have those present whom he has trained himself; otherwise this exercise will be dull and tiresome. [*Sometimes institutes succeed in having general participation of members.—ED.*]

It is not unfrequently the case that the object of the 'drill' is en-

tirely misunderstood. We have known an institute where the subject of Grammar was under consideration : in answer to a question, perhaps, the person who had the drill in charge signified his preference for a particular text-book ; others immediately disagreed with him, and the entire time allotted to Grammar was devoted to the consideration of the relative merits of text-books. We have known the entire time allotted to a subject to be consumed in discussing the definitions and arrangement of text-books : and again, where the subject was set before the institute precisely as it could have been found in some text-book : and again, where the time was consumed in proposing puzzles and crack questions to the person conducting the drill, for his solution, and he, like a fool, patiently submitting to it, for fear ignorance would be imputed to him if he should refuse. In all these cases, what did the 'drill' amount to? No person received any valuable information, by which he was enabled to teach better than before, and intelligent teachers went away disgusted.

As the 'drill' is the most important feature of the institute, so it is the most difficult to conduct successfully. To meet a body of persons engaged daily, and for years in succession, in teaching, and interest and instruct them upon some branch of study which they have been constantly teaching, requires experience and study to accomplish successfully. This fact is frequently overlooked in the arrangement of our programme : appointments for lectures are made long enough before the institute assembles to enable the lecturer to make suitable preparation ; but the 'drills', upon which the interest of the institute is much more dependent, are not unfrequently left to chance, and the appointments made after the assembling of the association.

If we would make the institute spirited, interesting, and instructive, the 'drill' must be conducted by our best teachers, who not only understand their subject, but can present it so as to excite interest, and infuse life and animation into the institute.

THE TEACHER'S LESSON.

SEVERAL years ago it was my fortune to be an instructor of a grammar school in one of the border towns of a neighboring State. The school over which I had been called to preside was a backward one, in the most comprehensive sense of that term. The parents, most of them, took little or no interest in the education of their off-

spring, : if the children liked the teacher, and the teacher did not punish their own household pets, each parent was satisfied. The appearance of a father or mother within the walls of the school-room, save on examination-day, was a thing scarcely known within the memory of the oldest inhabitant, and would have been deemed as much of a wonder as the '*rara avis in terris*' of the Latin poet.

Such a school was not, of course, a very pleasant one, and a teacher would naturally economize his tears at it close ; and, however much he might wish all success and prosperity to attend the good people and their little darlings, he would not feel it his duty or privilege to spend another season among them.

But in this backward, uninteresting school there was one ray of light, one sunbeam, which came to me in the guise of a little girl not more than six or seven years of age, whose blue eyes and golden hair are intimately blended with my recollections of that winter.

She came to school with great reluctance, so her parents told me afterward, for she had never ventured before except in the summer, and was very timid and fearful of a male teacher. So coy and sly was she that it was with great difficulty I could persuade her to recite to me her little lesson ; and, as day after day passed, I began to despair of ever conquering her timidity and establishing myself in her good graces, which I was the more anxious to do, because I thought then and think now that she was the most lovely and most lovable child I ever saw ; and I found that even the neighbors and the people in the village all loved her, and we know that it is a rare circumstance for the neighbors to have a very ardent affection for other people's children.

At last, one morning in mid-winter, after a heavy rain and a cold night had rendered the road a polished mirror of ice, as I was going toward the school-room, I overtook this little girl on her way to school. Her companions had all gone on before and left her, and in attempting to walk upon the glassy ice she had dropped her dinner-pail, slate, and books, and in endeavoring to pick them up she had fallen, and could not regain her footing ; there she was, her sunny curls flying in the wind, weeping most bitterly. It was the work of a moment to gather up her books and slate, and help the little thing over the icy path to the door of the school-room ; and I never should have thought of so trivial a circumstance again, had I not observed that, from that time forward, the bright-eyed girl lost all her embarrassment and timidity ; her lessons were always learned afterward, and recited unhesitatingly ; she seemed to look up to me as a protector, and would often ask if she might walk home from school with me, she was so afraid of the great rude boys, she said, and she seemed to feel that I had power to

shield her from their coarse jests and vulgar language. She had perfect confidence and trust in her teacher.

The years are ever widening the distance between the school and myself, and the little girl with blue eyes and golden hair will soon be a little girl no longer; yet I find myself some times looking back into the past, and wondering if other teachers ever discovered, as I did, the secret spring which unlocked the confidence of that pure and innocent child. I would fain believe that she profited something from my imperfect teachings, but I am very sure that she taught me a greater, a more noble lesson than I ever imparted to her. I learned for the first time, fully, how very far a little act of kindness will go toward winning a child's heart.

Exeter News-Letter.

A D E S I D E R A T U M . *

AMONG the wants of schools that still remain unsupplied, none is more seriously felt than the lack of a complete Pronouncing Dictionary. Neither Webster nor Worcester has attempted to indicate the quality of the vowel sounds in unaccented syllables, embracing more than half the vowel sounds of the language. Every vowel that is sounded at all has obviously some quality; and no pronouncing dictionary can have any claim to completeness if it fails to tell us what that sound is. In all the best schools of the country pupils are required to spell words by sounds as well as by letters. Questions are constantly arising in respect to the sounds of vowels in unaccented syllables, and the learner turns in vain to his dictionary for aid. Teachers themselves are often in doubt on these points.

The lexicographer finds it difficult to decide, in all cases, what the exact sound of the vowel is, and so casts off all responsibility, both in regard to those which are doubtful and those which are not. This the teacher can not do. If the pupil is called upon to analyze the sounds of the word *ability*, he must give a definite quality to every vowel sound in the word. Shall he give to *a* the sound it has in *fate*, or that in *far*, or that in *sat*? Shall *i*, in the third syllable, have the sound of *e* in *mete*, of *i* in *sit*, or of *i* in *fine*? And what is the sound of *y* in the last syllable? His dictionary is silent on all these points, and he resorts to his teacher, who is obliged to give some definite an-

* Extract from the Report of W. H. WELLS, Superintendent of Schools, Chicago. 1860.

swer or abandon the exercise. Both teachers and pupils need some authority to which they may refer in all cases of doubt.

The same want is felt by singers, who are obliged to protract the vowel sounds in unaccented syllables, and must give them some distinct and positive quality.

This demand for a more complete pronouncing dictionary is imperative, and must in some way soon be met. In all the other requisites to completeness in a dictionary of the language, American lexicographers are confessedly in advance of the British; on the points to which I have referred they fall far behind.

While it is desirable that every sounded vowel should be distinctly marked in a school dictionary, it is of still greater importance that no undue stress should be laid on unaccented syllables.

An affected and vicious style of pronunciation has been gradually gaining currency in schools during the last twenty years, which consists in giving to unaccented syllables a degree of distinctness and force to which they are not entitled. Thus, in such words as *commencement*, *assistant*, the last syllable often receives at least twice the stress that legitimately belongs to it, apparently for the purpose of distinguishing the quality of the vowel sound. The best speakers never attempt to give the vowel *e* the same distinctness of sound in *moment* that it has in *lament*, and it is highly important that this forced and unnatural system of pronunciation should be banished from the school-room. No authority can be found for it, in either Worcester or Webster. On the contrary, Worcester distinctly marks all this class of sounds as *obscure*.

If these vowels were all marked so as to indicate the *quality* of the sound only, there might be danger of increasing the evil of giving undue stress to unaccented syllables. To obviate this difficulty, each unaccented vowel might be so marked as to indicate both the *quality* of the sound and the *light stress* to be given it. Whatever system of marking is adopted, let the dictionary show, in some way, that the unaccented vowels have a fixed and positive character, but that they are never to receive any increase of stress merely to show what that character or quality is; and if errors still prevail, the fault will then rest with teachers and pupils, and not with lexicographers.

KNOWLEDGE is its own exceeding great reward. It is not to be gained by wishing, nor acquired by dignity and wealth. The student, whether rich or poor, must read, think, remember, compare, consult, and digest, in order to be wise and useful.

Extract.

M A T H E M A T I C A L .

SOLUTIONS OF PROBLEMS IN FEBRUARY NUMBER.—To No. II (p. 60) the proposer sends us a solution; but, as no one else has sent one, we propose to retain his until next month.

No. III (p. 60). TYRO says, "The amount of wood in either case will be the same, precisely. It will require 140 sticks of 6 inches in diameter to make a cord, and 560 of 3 inches. This, I expect, will be contrary to the opinion of many, but it can easily be demonstrated to be correct: hence may be called a paradox."

N. H. does not agree with Tyro, but offers the following:

"The course of sticks at the bottom of each cord will fill a hight equal to the diameter of the sticks in said course: each subsequent course will increase the hight $\frac{1\frac{3}{5}}{5}$ * the diameter of the sticks used, equal to 2.6 inches by the smaller sticks and 5.2 inches by each course of the larger sticks; and further, each of the odd-numbered courses will contain one stick more than the even-numbered courses. It is now readily found that in a cord of wood, the sticks being 3 inches in diameter, there will be 9 courses of 32 sticks in each course, and 9 courses of 31 sticks each; making in this cord 567 sticks, each 3 inches in diameter. Using sticks 6 inches in diameter, we have 5 courses of 16 sticks each, and 4 courses of 15 sticks each; making 140 sticks, which in solidity equal 560 sticks of 3 inches diameter: consequently, the cord composed of the smaller sticks exceeds the other to the amount contained in 7 sticks each 3 inches in diameter. *Remark.*—In neither case will the number of courses given make the pile 4 feet high: with the smaller sticks it will be about $47\frac{1}{4}$ inches high, and with the larger about $47\frac{3}{8}$ inches high."

Will TYRO please comment on the above solution?

SOLUTIONS OF QUESTIONS IN MARCH NUMBER.—For the same reason as above given, having a solution from none but the proposer, we postpone Problem I.

TYRO gives us the following neat solution of Problem II, which was taken from Gummere's Surveying, Chap. VI:

"Let ABC, in the accompanying diagram, be a triangle having sides of the given lengths. Upon AB describe the equilateral triangle ABD;

* " $\frac{1\frac{3}{5}}{5}$ is sufficiently near for all practical purposes, yet the exact amount is a trifle more."

will be equally distant from the tops of the three trees. But, 'which answer is right?' Now, as the plane ABC is perpendicular to the plane of the trees A and B, it follows that FD will be perpendicular to the plane of the trees. D being equally distant from the tops of the two trees A and B, FD must also be equally distant from their tops. Draw AI perpendicular to BC, also draw BH. Put $BI=z$; then $AI=112^2-z^2=120^2-(104-z)^2$; $208z=8960$; $z=43\frac{1}{3}=BI$. The triangles GBE and ABI are similar; therefore, $BI:BE::AB:GB$, or, $43\frac{1}{3}:40::112:GB=104$. $GB-BD=104-60=44=$ DG. $\sqrt{(GB^2-BE^2)}=\sqrt{(104^2-40^2)}=\sqrt{9216}=96=EG$. The triangles BEG and HDG are similar: hence, $EG:DG::BE:HD$, or, $96:44::40:HD=18\frac{1}{3}$. $BD^2+HD^2=60^2+18\frac{1}{3}^2=3936\frac{1}{9}=BH^2$. Now the length of line required will be $\sqrt{(BH^2+110^2)}=\sqrt{(3936\frac{1}{9}+12100)}=\sqrt{16036\frac{1}{9}}=126.634$, *Ans.*"

TYRO asks J. H. to review his solution of the wine question as given in the March number, p. 105. Tyro gets a slightly different solution, by a process which has more work than we care to follow him in. As we have already occupied nearly as much space this month as we wish to give to 'Mathematical', we give only Tyro's answer, which is 48.77 + gallons.

We are much obliged to Prof. Shimer, of Mt. Carroll Seminary, for several questions giving more variety of inquiry than we have had for some time. We propose, however, but one question this month, from W. S. K.:

"The difference between the hypotenuse and base of a right-angled triangle is 9: the difference between the hypotenuse and perpendicular is 50. Required the three sides of the triangle without recourse to the principle involved in the equation $H^2=B^2+P^2$."

COMMENTS ON THE SCHOOL-LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill., May, 1860. }

Back Schedules.—Directors can not certify schedules which reach back more than six months from the semi-annual time fixed by law for the return of schedules.

I am often asked the question: If there is not money enough in April to pay teachers whose wages are then *just due*, and also to liquidate *older* claims, which creditors should be *preferred* and first paid by the Directors?

I answer, that, so far as the matter is optional with the Directors, justice would seem to require that the oldest creditor should be paid first. If the time when *one* creditor shall be paid is fixed by definite agreement, while no such specific contract is made with another, *that* fact should decide the course of the Directors. But if, which generally is the case, payment is due and promised in April to *all* the creditors alike, there is no margin for preference; the Directors are bound, in law and in honor, to meet *all* their engagements. If this is impossible, a *pro rata* distribution would, perhaps, be most equitable.

If a teacher has the promise of the Directors that his wages will be paid in April, it is a great wrong, not to use a harsher word, to compel him to wait till October; and if the fault is in the Directors, if they did not levy the necessary tax, they may and should be strictly held to account for their neglect. Contracts with teachers are as sacred, and their strict fulfillment should be as prompt and may be as rigorously enforced, as any other contracts. The public conscience needs, in many quarters, to be enlightened on this subject. The wretched policy of making a levy that will barely meet expenses on the most parsimonious scale, with no allowance for commissions of collector and other inevitable deductions — thus always leaving the District in debt and creditors dissatisfied — can not be too earnestly condemned. The assessment should be liberal enough to leave a balance, not a deficiency.

Teachers are entitled to interest on all arrearages of wages from the time they were due.

Written Permissions.— It is held that pupils can not be legally transferred from one district to another without the ‘written permission’ of the Directors of *both districts*.

These permissions should be presented to the teacher, for his protection in the premises, and each Board of Directors should, also, make a minute of the same in their Records, as evidence, in case of need, that the transfer was regular.

This is a plain and simple requirement, and if followed there could be no difficulty.

When a scholar applies for admission from another District, the teacher should, before receiving him, ask for the written evidences of consent. If they are produced, the teacher files them away, and receives the pupil: if they are not produced, the scholar should be informed that he can not be admitted.

If the teacher is instructed by *his* Directors to admit a pupil, *against* the expressed wishes of the Directors of the *other* District, the teacher should obey such instructions; but the whole responsibility rests upon the Directors who presume to disregard the wishes of the

other District. In such a case the Directors have no recourse upon the funds of the District whence the scholar comes, and, unless they expressly stipulate with the pupil to pay his own tuition, they are responsible personally to the teacher for the amount: that is, if the teacher is paid *by the scholar*. If the teacher is paid by the month, or quarter, he would, of course, have no claim upon the Directors for the tuition of the pupil in question.

But the *right* of the Directors openly to disregard the wishes of the other District, and to require a teacher to receive a pupil under such circumstances, is, in my judgment, questionable.

Over Five and under Twenty-one.—Those only who are over five and under twenty-one years of age have a *legal claim* to the privileges of the public schools.

But the Directors have, in my estimation, some discretion in the premises. They *can not refuse* any whose ages are *within the prescribed limits*, but they may, in special cases, and when the interests of the school will not in any manner be compromised thereby, receive persons over twenty-one, either residents or non-residents. The persons so received should be charged a reasonable fee for tuition, and their attendance noted in the schedule the same as other scholars. For such scholars, when non-residents, written permissions will not be required; when *resident*, the Directors *may*, in special instances, admit them free. Children under five should in no case be received. The public school is no place for infants, and teachers are not deputy-nurses. Children of that age are only sent to school 'to be out of the way', and never fail to be *in the way* of the teacher and of the success of the school. It is to be regretted, in my opinion, that the law does not fix the minimum age at six or seven. Every teacher knows that very young children require more time than older ones, and that in mixed schools they can not receive proper attention without neglect and injustice to others.

Employing Substitutes.—If a teacher should be taken sick, or should be absent for any other cause, he can not employ a substitute against the wishes of the Board of Directors.

Districts which have no Schools.—No funds can be apportioned by the Trustees to Districts in which *no schools* have been kept, or which have not complied with the *six-months* rule: how, then, is the tuition of scholars from such Districts to be paid when they attend school in *other* Districts?

Since the Directors of such delinquent Districts can not in any

manner be recognized by the Trustees, I do not see but one way to proceed in the class of cases embraced in the interrogatory. The schedules of such scholars should be presented (together with the regular schedule of the District) to the Trustees of the proper Township by the Directors of the District *in which the school is taught*, with a note or certificate, setting forth the fact that the pupils in said schedule are from Districts having no schools, or which have not complied with the terms of the law. Thereupon the Trustees, in apportioning upon schedules, shall *add* the total attendance of *the two schedules*, and credit the District in which the school was kept with the amount apportioned *upon the whole*. The additional amount thus accruing to the District will be nearly or quite sufficient to defray the tuition of the non-resident scholars. It will also be borne in mind that, the delinquent District forfeits all that would have been apportioned to it *upon the census* of children under 21; which amount is apportioned to the *other Districts* of the Township, thereby still further enabling them to meet the expense of schooling the children in question. The same course should be adopted where scholars come from *unorganized* Districts, or from Districts which have had schools, but not for six months, as the law requires.

This view does not contravene or prevent the penal consequences of failing to comply with the six-months rule of the law; while it meets the case of many children who would otherwise be wholly debarred the benefits of our public schools.

It does not avert the penalty, because when a District has forfeited its right to the public funds there is no possible way for it to regain that right, save by a *District tax* sufficient to defray *all the expenses* of a *free school* for *six months*; after which it will again be entitled to public money.

A delinquent District, moreover, is in constant danger of being excluded altogether from the schools of neighboring Districts; for its children are only 'tenants at will' in other schools, liable at any time to be wholly refused. Under no circumstances whatever can scholars from unorganized or delinquent Districts gain admission to other schools against the will of the Directors of said schools.

If there are children who, through the indifference or neglect of Directors, have no school to go to; or who are so unfortunate as to live in unorganized Districts, or in Districts too small to sustain a school; and if other and more favored Districts, as a matter of grace and favor, are willing to receive and teach them, they have the right to do so, and to be paid for it. It is the purpose of this explanation to show how it may be done.

NEWTON BATEMAN, Sup't Public Instruction.

EDITOR'S TABLE.

THE TOPICS OF THE DAY.—What a curious book that would be which should undertake to give us a history of the movements of the popular mind for a generation! Our thoughts naturally revert to that particular field which has hitherto claimed chief attention in our histories, namely, politics: how many times in the lapse of thirty-three years the prominent topics of the political contest have changed! The same may be said of every other great interest, whether we name religion, science, industry, education, or literature. There are epidemics of thought, inevitable and inexplicable waves in the flowing of human minds, impulses which with unfelt simultaneousness affect the majority of the thinkers engaged upon the same subject. When a theme is so revolved in hundreds of minds, it is interesting to observe how frequently the same thing is said by men who have had no intercourse with each other to determine their conclusions. Stirred by the same motives and with the same world of fact to reason from, the common sense and common reason settles upon similar conclusions.

In our educational literature we see the same tendencies to special study of topics. The subject of methods is a perpetual one, which is constantly debated, but other topics gain from time to time special attention. Just now three topics seem prominent; two of which have their share in the pages of this number of the *Teacher*.

First, *Physical Education*. The claims of the body to attention from the teacher; its demand that in training the intellect the teacher shall not harm the corporeal tenement which it must occupy and use; its earnest protest that intellect itself must suffer if these claims are disregarded; its petition for a training as a constituent part of the man that must think and feel and work in this breathing world: these and kindred topics are now receiving increased attention in educational discussion, and reform and conservatism are marshaled to their usual posts of attack and defense.

Second, *The Natural Sciences*. These are claiming a higher rank, both as valuable possessions and as means of education, than has heretofore been given them. The influence of Pestalozzian schemes and theories has given too great prominence to mathematics and grammar;

to the factitious (not fictitious) sciences; to those branches of study which can be developed mainly by introspection, and which need little or no contact with the outward world for their development. An etymological blunder has helped to mislead: when men see that *education* is not derived from *e* and *duco*, *educo*, to draw out, they will not be quite so anxious to maintain corresponding theories and practices of education. Since the world is man's inheritance, those sciences which directly lead him into possession of it may well be presumed to be of no mean rank as educational agencies. Chemistry, Botany, Physiology,—are these far inferior as educational agencies to Natural Philosophy and Astronomy because, forsooth, these latter can be joined to Mathematics.

Third, *Language*. There seems to be a growing dissatisfaction with what has been done in this department, and a reaching after something better. Our grammars are leaving the old track which we pursued many years ago under the lead of Murray, and the new exercise of Analysis is taking high rank. But this is only a step toward the study of language as an organ of thought; and until the science of language is unfolded in its relation to mental philosophy, our books upon that subject will be like houses on the shifting sands. We rejoice to see that language is engaging so many minds, and is emphatically one of the topics of the day.

MR. BLODGETT, our associate Editor, has gone to Princeton, taking Superintendency of schools there. His correspondents will please notice the change.

REPORTS OF INSTITUTES.—We give this month reports of proceedings of several spring institutes, in most cases much condensed from the reports in the local papers: in some cases the secretaries favored us with brief reports.

"PROPER NAMES should be spelled correctly", we said in March; and we thought so more than ever when, in that very paragraph, we found *Camæus* where there should have been *Camœns*.

COULD N'T SEE.—If our publisher is behindhand with the *Teacher* this month, pray excuse him and the chief editor too: an attack of weakness of eyes on the week devoted to editorial work prevented us from doing what we would.

POWER OF RESOLUTION.—We recently found a board of directors who could not finish their work on the last Saturday of March, and thereupon voted that Saturday lasted till Sunday noon, and then adjourned to meet Sunday morning. We were invited to meet with them. Expressing regret that they should crowd work into Sunday, we were told of the resolution passed, our informant adding 'you know we can resolve any thing'. Politicians seem to have learned that. B.

IOWA LAWS.—The Iowa Legislature passed an amendment to the school-law by which the choice of school-books is referred to the local authorities as in Illinois, instead of the State Board of Education. The following is the principal section of an Act to encourage Teachers' Institutes:

SEC. 1. *Be it enacted by the General Assembly of the State of Iowa, That section twenty-one of an act passed by the Board of Education, December 24th, 1858, entitled, 'An act to provide for the election and to define the duties of the Secretary of the Board of Education', be amended as follows: "Whenever reasonable assurance shall be given by the County Superintendent of any county to the Secretary of the Board of Education, that a number of not less than thirty teachers desire to assemble for the purpose of holding a Teachers' Institute in said county, to remain in session for a period of not less than six working days, he shall appoint such time and place for said meeting, and such lecturers as the said teachers shall suggest, and shall give due notice thereof; and for the purpose of defraying the expenses of said Institutes there is hereby appropriated out of any moneys in the State Treasury, not otherwise appropriated, a sum not exceeding fifty dollars, annually, for one such Institute in each county held as aforesaid, which the said Secretary shall immediately transmit to the County Superintendent in whose county the Institute shall be held, who shall pay out the sum as the Institute shall direct."*

WAS IT WELL DONE.—At a recent County Institute, a large and expensive Bible was presented to the retiring President of the Association. That was well, and we like to see teachers recognizing the importance of the Bible. The recipient was for some time at the head of a system of schools where the Bible was excluded; but we do not think that was in the minds of the donors. One part of the proceeding we do not approve. Enough was not raised by subscription to pay for the present, and several dollars were paid from the association's treasury to make up the deficiency. When educational men in that county urge the Board of Supervisors to give an appropriation to support an Institute, is it expected the money will be used in present-making, or in adding efficiency to the work at the Institute? Most of our Institutes complain of lack of money to employ competent and skilled conductors. We do not find fault with those teachers who prefer not to use the Institute funds for purposes foreign to the special object of the gathering.

JOURNAL OF PROGRESS.—Readers of the *Teacher* will find an advertisement of this journal in our advertising sheets for this month. Of course, the very title of the *Journal* will be sufficient warning to old fogies and young fogies (there are such things) to beware of subscribing for it; but we should be glad to hear that the *Journal* has a large circulation in Illinois. Try it for a year, and see whether you are willing to give it up then.

MONMOUTH COLLEGE.—This institution was first opened in September, 1856, with about twenty students. It now numbers one hundred and forty-two. Steps are being taken to erect more commodious buildings, and we predict for the school a future of success and usefulness equal to the expectations of its most ardent friends.

HANDS, OR MOUTHS?—In a discussion at an Institute recently, we heard one say, "A man's reputation is in pretty slippery hands in some people's mouths." What figure of speech can that be called?

STATE SUPERINTENDENCY.—Within a few days will be made nominations for various State Offices, including that of Superintendent of Public Schools. We think we express the views of the true friends of education in the State when we say, we think the present Superintendent has shown himself the man for the place. Papers of all kinds come to us expressing satisfaction with his administration, even when the editors at the same time are opposed to the system which he is to explain and carry out. He is a man whom we have personally known for many years. He went from the school-room to the Superintendency, and in case the people think he has served them long enough there, will return to the school-room, probably, on the expiration of his term. We need him longer at the head of the system. What has given Upper Canada and Pennsylvania such preëminence in school systems? Permanency of a good man at the head of affairs, among other things. Dr. Ryerson has been Superintendent in Upper Canada about sixteen years, and the system shows the benefit of a uniform, consistent plan in its development. What made Massachusetts prominent in educational reform? The long-continued labors of the untiring Horace Mann had no little to do with it. Where would Massachusetts have been to-day had Horace Mann been set aside at the end of two years, to gratify the petty office-seeking aspirations of some third-rate politician?

B.

AN IOWA DOGBERRY.—It is a great pity that men who assume guardianship of the best things should so often manifest qualities of mind and heart which are any thing but commendable. The discussion on the use of the Bible in schools which occurred at the Ottawa meeting of the State Teachers' Association has afforded at least one man an opportunity to make himself noted for narrow-mindedness and stupidity. It waked up in Iowa a sleepy watchman who deemed it his duty forthwith 'to comprehend all vagrom men', even if in so doing he should cause himself to be written down, like Dogberry, an ass. In the *Iowa Instructor* for February he found vent for his feelings and his blunders together. We know nothing of him but some communications signed J. Maynard in the *Instructor* for February and April. In the first outbreak he begins — "*Mr. Editor*, I have read with astonishment a report upon 'the use of the Bible in schools' made by Mr. B. G. Roots to the Illinois State Teachers' Association. According to the *Illinois Teacher* for January, 'the report was adopted by a large majority', and after debate the annexed resolution was adopted. They are sent out to the world, therefore, with the sanction of the Association." He then quotes from Mr. Roots's report, and comments thus: "It seems the Association considers the Bible and 'yellow cover' both entitled to reverence — the former more than the latter." He quotes again, and then comments: "So, it seems, the Association places the Bible and Breviary on the same level with the Book of Mormon and the Age of Reason. So far as claims to reverence and right are concerned, they are all equal, excepting yellow cover, which is a grade below." After a flourish about 'official acknowledgement', etc., and a couple of questions which he proposes to the Association for its next meeting, he quotes again, again says that the resolution of Mr. Roots was adopted by the Association, and says, "we may well be surprised to find the Association denying the right of the people to have the Bible read in school, and recommending the teacher to exercise that right."

Now, to take pains to expose the blunders committed by Dr. Maynard would

be to insult the readers of the *Teacher*, by putting them on a level with the Iowa Dogberry and including them with him in the catalogue in which that functionary wished to be enrolled. We feel sure that no regular reader of the *Teacher* will excuse us for supposing him forgetful of the facts, and proceeding for his sake to correct these statements. For a chance reader, we may say that the Association adopted neither the resolution of Mr. Roots nor his report, and that the sentiments imputed to the Association and to Mr. Roots are most unjustly imputed to them. As Dr. Maynard was astonished, so were we. We felt indignant at his breach of the ninth commandment, until we saw that we must excuse him on the ground of intellectual incapacity. We hope that there is a good school in Tipton, and that an exception to the rules may be made to allow him to attend until he can learn to read with the understanding, so that he can comprehend the reports of proceedings of public meetings when plainly printed. The habit of correct observation should be especially cultivated, as he is now sadly deficient in it: the logical faculty should be developed as early as possible, though we can not look for much in that direction for a long time; and finally, moral lessons should be tried upon him, in hope that their force may not be entirely lost. If he ever gets up to the level of the Age of Reason we may hope even better things of him. At present the Bible has no need of such defenders.

It will be seen by reference to the quotation above that Dr. M. speaks of reading the report of Mr. Roots, and undertakes to quote and professes to quote the language of the report of proceedings, giving as the language of the *Teacher*—‘the report was adopted by a large majority’. It happens that those words do not occur in the January *Teacher*. The other quotations are not essentially erroneous except in punctuation. In the April number of the *Iowa Instructor*, Dogberry tries to cover his blunder by referring to what he *was told* by a person present, as if he had not had the *Teacher* in hand, with opportunity, though, unfortunately, not with ability or disposition, to read it for himself. We understood from Mr. Roots that he sent a communication of correction to the *Instructor*: as that has not yet appeared, we have thought proper to vindicate the Association and Mr. Roots, and give a lesson to one who needs it.

CANDIDATE FOR A CERTIFICATE—The following is a veritable report of the examination, a few days since, of an applicant for a certificate as teacher in one of the principal counties in this State:

Spelling.—Questions: Privilege, Pageant, Confectionery, Inseparable, Until, Connecticut. Answers: Privilage, Pagent, Confectionary, Inceperible, Until, Connetticutt.

Geography.—Question: What is the Equator? Answer: A line passing *through* the *Earth*. Ques. What is Latitude? Ans. Do n't know. Ques. Are we north, or south, of the Equator? Ans. Do n't recollect. Ques. In which Zone do we live? Ans. Temperate, I believe. Ques. Is it the same in the winter and summer? Ans. It is not. Ques. Is it the Frigid Zone in the winter? Ans. It is. Ques. What is a Promontory? Ans. I used to know, but I have forgotten. Ques. Where is the Volga river? Ans. In Spain. Ques. What Bay west of France? Ans. Do n't know.

Arithmetic.—Question: Difference between $\frac{1}{5}$ and $\frac{1}{7}$? Answer: $\frac{2}{5}$ or $\frac{2}{7}$, I ca' n't think which. Ques. What is a Prime number? Ans. One that either can or can

not be divided, I've forgotten which. Ques. How do you reduce a fraction to its lowest terms? Ans. Dividing it by any number which will divide both terms without a remainder. Ques. What right have you to do that? Ans. Because it will not alter the value. Ques. How could you prove that? Ans. Any body could see it would not make any difference.

Grammar.—Question: "He heard him speak"; parse 'speak'. Answer: 'Speak' is a common noun; neuter gender; third person; singular number; and—I do n't exactly know the case. Ques. Will you *analyze* the sentence? Ans. Subject 'He'; predicate 'heard'; do n't think I can analyze the rest. Ques. "John struck James"; what case is 'James'? Ans. Objective case, *apposition with John*.

History of the United States.—Question: Who was the second President? Answer: I ca' n't think very well this evening. Ques. How many wars have there been with England? Ans. Do n't remember. Ques. Who was President during the war of 1812? Ans. Do n't know. Ques. Which was the first battle of the American Revolution? Ans. Ca' n't think, just now. Ques. Which was the last? Ans. *Ca' n't think of any thing this evening, hardly*. Ques. Can you mention any battle of the Revolution? Ans. Were *several*, but I do n't think of any. Ques. Can you mention any officers of the American Army? Ans. *Were several*, but I ca' n't think of their names. Ques. who was Commander-in-Chief of the American forces during the Revolution? Ans. GENERAL SCOTT!! (The Commissioner is supposed to have laughed at this point.) Ques. Who was the first President? Ans. GEORGE WASHINGTON. Curtain fell.

M.

NEW MONTHLY.—The *Irving Magazine* is a handsome new periodical, devoted to literature and art, and edited by Mr. Charles F. Briggs, under whose skillful management *Putnam's Monthly* attained its popularity. The prospectus announces that a brilliant array of contributors have been secured for its columns, and that every effort will be made to place it in the very foremost rank of literary periodicals.

A FEMALE UNIVERSITY.—Mathew Vassar, Esq., of Poughkeepsie, it is said, has devoted a sum which will soon amount to \$400,000, to the endowment of a college for girls in that city. He hopes to make it a rival of Brown, Yale, and Harvard. The rates of tuition will be low. If well carried out, this school may be as noble a monument to the liberality and wisdom of Mr. Vassar as the Cooper Institute is to that of Mr. Peter Cooper.

CALIFORNIA.—The California Legislature has passed a bill appropriating \$10,000 for the benefit of the deaf, dumb, and blind. It contemplates a State Institution. Also, a bill has just passed appropriating \$30,000 for a State Reform School at Marysville.

OBERLIN.—According to a late number of the *Oberlin Evangelist*, the number of students now in the college is 870, of whom 521 are males and 349 females; 208 are new students. The attendance is larger than ever before.

MOROCCO.—The first journal ever printed in Morocco has just appeared. It is called *The Tetuan Echo*; is published at Tetuan, in the Spanish language, and distributed gratuitously.

NECROLOGY.—THIERSCH, the eminent German scholar, particularly eminent in Greek, died lately, aged 76. . . . JULLIEN, the celebrated musician, died March 16th, a lunatic, having previously tried to commit suicide. He was nearly 48 years old. . . . MRS. ANNA JAMESON (born Murphy) died on the 17th of March; her age is not known to us: she was born in the last years of the last century. She married in 1824, but did not live long with her husband. Her first work appeared soon after her marriage. Her works are on a variety of subjects: she is oftenest named as the author of the *Characteristics of Women, Moral, Poetical, and Historical*. Most of her works are on the subject of Art; and she has had great influence in cultivating the love of art generally: she wrote also on social and moral questions. She was at the time of her death engaged on a work on 'The History of our Lord and of his Precursor, John the Baptist, with the Personages and Typical Subjects of the Old and New Testaments, as represented in Christian Art'. She was noted for her amiability as well as her talent. . . . JAMES KIRKE PAULDING, an eminent American writer, died April 11th, at Hyde Park, N. Y. He was born at Pleasant Valley, N. Y., August 22d, 1779, and was in his 81st year when he died. His first literary attempt was in connection with his friend Irving, in the *Salmagundi*. During the war of 1812 and afterward he distinguished himself by satirical works against the English. In 1815 he published a series of letters written while traveling in the South: they are noticeable simply from the fact that in the original edition they contained anti-slavery opinions and facts which he struck out twenty years later and substituted defense of slavery: this was done to secure political preferment. His later works were principally fictions, of which 'The Dutchman's Fireside' has been most successful. His works collected amount to twenty-five volumes, which do not include many articles published anonymously in periodicals. Mr. Paulding was an ardent politician, and was Secretary of the Navy through Van Buren's presidency. . . . REV. CYRUS PEIRCE, known in Massachusetts as Father Peirce, died at West Newton, Mass., April 5th. He was born at Waltham, Mass., August 15th, 1790, and was nearly 70 years old. A sketch of his life is given in *Barnard's Journal*, Vol. IV., from which we learn that he was a teacher for fifty years, and the first principal of the first Normal School in the United States. He was most eminently successful as a teacher. . . . KNAPPICK. The Chicago Press and Tribune tells us of the singular end of a remarkable life. A man was found drowned in a small pool of water, upon whom was rendered the verdict of inquest 'unknown man found drowned'. After the inquest he was recognized as John Michael Knappick, a German about 72 years of age. In his youth he was noted as a scholar, and filled a professor's chair in the University of Tübingen, then entered the priesthood; but in 1842, being engaged in patriotic political movements, he had to flee from his country. Coming to America, he became a soldier in the Mexican war, then settled in Missouri and lived five years with no companion but a cat, raising grapes and making wine: he was one of the earliest cultivators of the vine in Missouri. Quarreling with his neighbors, he resumed his wanderings, taught languages and wrote for newspapers in various places. A singular dread of danger in public conveyances led him to travel on foot, and so alone he met his fate.

SALE OF WORCESTER'S QUARTO.—We notice the advertisements of this work state that the twentieth thousand is in press.

BLUNDER BUDGET.—The following have been sent us, in response to the suggestion to make note of errors in school-books which strike the eye, but require no knowledge of the facts stated, except in results of required calculations.—EDITORS.

A copy of Wells's *Elements of English Grammar* lies before me, marked upon the cover 'TWENTIETH EDITION, 1860', on the title-page, 'NINETIETH EDITION, 1860'. That must be a popular book, if seventy editions are printed before publishers can put the covers on!

In *Sill's Synthesis* (1860) are the following errors: Occured; ourselves marked as third person; possessor; 'alarmed' and 'calling' marked as adjectives and participles at the same time; 'I do expect him' for 'I do expect him'; and descendent.

In *Normal Methods of Teaching*, besides those noted in an article in the *March Teacher*, there are analysis; copy on to loose paper.

In *Ray's Algebra*, Part 2d, page 66,

$$\text{Ans. } \frac{a^5}{a^2-x^2} \text{ for } \frac{a^5}{a+x^2}; \text{ page 71, Ans. } \frac{6mn}{9m^2-4n^2} \text{ for } \frac{12mn}{9m^2-4n^2}.$$

In *McGuffey's Fourth Reader* (old series) occurs 'town clock' for 'town clerk'. In *McGuffey's Sixth Reader* I find acent for accent, and forbodings. Two copies of *McGuffey's Sixth Reader* are upon my table, with no mark to indicate any difference in the editions upon the title-pages. I copy a paragraph out of each from 'The Baptism', by Prof. Wilson:

"At the close of divine service, a row of maidens, all clothed in purest white, came gliding off from the congregation, and crossing the stream on stepping stones, arranged themselves at the foot of the pulpit, with those who were about to be baptized. Their devout fathers, just as though they had been in their own kirk, had been sitting there during worship, and now stood up before the minister. The baptismal water, taken from that pellucid pool, was lying consecrated, in an appropriate receptacle, formed by the upright stones that composed one side of the pulpit, and the holy rite proceeded."

"Divine service was closed, and a row of maidens, all clothed in purest white, came gliding off from the congregation, and crossing the stream on some stepping stones, arranged themselves at the foot of the pulpit, with the infants about to be baptized. The fathers of the infants, just as if they had been in their own kirk, had been sitting there during worship, and now stood up before the minister. The baptismal water, taken from that pellucid pool, was lying, consecrated, in a small hollow of one of the upright stones that formed one side or pillar of the pulpit, and the holy rite proceeded."

On the *Boston Primary Tablets* occurs, under a letter, the word Lenght.

[The foregoing was intended for the April number, but was crowded out.—ED.]

We have already spoken of errors in the *Normal Methods of Teaching*, by A. Holbrook, published by Barnes & Burr. A young teacher who bought the book and read it carefully through furnishes us the following among the errors he noted. Notwithstanding such favorable notice as it has received, we think no book so full of errors should be labeled 'Teachers' Library'. The nature of some of the errors shows fault in the author as much as others show careless proof-reading:

Page 10, end of third line, 'is' is omitted. "The child is compelled to call twenty-six shapeless characters . . ." SHAPELESS letters! '16 and 17' for '18 and 19'. 'arə' for 'are' [e inverted]. 'The ordinary writing book may be used for this exercise, and the time otherwise given to writing from copies', is a sentence from page 102 not remarkable for clearness of expression. 'Does it denote action or being?' occurs for 'Does it denote action, or being?' 'Evils' for 'evil'. 'esson' for 'lesson'. 'A relative pronoun is one used to introduce a sentence, which qualifies its own antecedent.' Antecedent of the relative, or of

the sentence? 'The inclination of the Earth's axis, together with its parallelism, influences more or less all terrestrial phenomena.' ' . . . one kind of concrete quantity is contained in another kind of concrete quantity.' 'Archimides'. In speaking of 'Interest', the symbol 'A' is used for Amount and also for Interest. 'Roll! on thou deep and dark-blue ocean, Roll!'

G. J.

We have left out some of the ambiguous sentences and other errors which our friend noted. We submit it to the judgment of all, whether Normal Schools do their proper work when their principals send forth such ill-prepared, blundering guides to show beginners how to work. The plan of the book we like, and there is much valuable in it; but its blunders are too many for it to go forth as an embodiment of the 'Normal modes of teaching'. Normal Schools are yet in their infancy, but we trust there are some men connected with them who can prepare books with fewer errors in them than the one we speak of: if not, we have misjudged some men.

S. T.

ERRATUM.—On page 171 in this number, near the middle of the page, in a quotation from the *Massachusetts Teacher*, occurs the expression 'Tower's Grammar on an entirely new system'. Instead of 'Tower's Grammar' read 'Power's Grammar'; for so it stands in the *Massachusetts Teacher*, and we do not suppose that either the original writer, or Mr. Westman in quoting the passage, meant to cast any slur upon Mr. D. B. Tower and his series of grammars. The error was not noticed until after that sheet was printed.

HON. THOMAS BURROWES has been reappointed Superintendent of Public Instruction of Pennsylvania, by Gov. Packer.

LOCAL INTELLIGENCE.

CHICAGO.—We have been favored with a copy of the School Reports of the city of Chicago, to which we can not give special notice this month. Our readers will see that we have transferred passages from them to our pages, and we shall recur to them again.

KNOX COUNTY TEACHERS' INSTITUTE met at Galesburg on the 12th of April. Mr. Robbins, the Secretary, has furnished us with the report of proceedings; but as we have so many reports of institutes in this number we have determined to reserve that of Knox county for next month, when we can afford it more space.

PERSONAL ITEMS.—Mr. O. Springstead, late of Lee Center, is now teaching at Lasalle.—Mr. Parker, late of Carbondale, has recently taken charge of one of the schools in Sterling.—Mr. Hudnutt, of the Chicago High School, has resigned.—Mr. J. R. B. Clayton has left the school at Amboy.—Mr. Blodgett has left Mendota, having accepted the superintendency of the schools at Princeton; and Mr. S. M. Heslet, late of Earlville, succeeds Mr. Blodgett at Mendota.—Mr. Crowell, late of Lafayette School, St. Louis, succeeds Mr. Borge as head of schools at Belleville, with a salary of \$1,000.

MACOUPIN COUNTY EDUCATIONAL ASSOCIATION.—The Sixth Semi-Annual Session of this Association was held in Girard, commencing April 3d, and closing April 6th.

Some fifty members were in attendance.

The session, under the supervision of President G. C. Mack, was interesting and profitable.

The citizens of the place manifested the greatest interest in the proceedings, attending in large numbers upon both day and evening sessions. In fact, every thing was done that could be done by the good people of Girard to make our stay pleasant.

The exercises consisted mostly of drills and essay reading, the reading of a manuscript paper, and lectures in the evening. Rev. Mr. Downer, of Carlinville, Mr. S. M. Cutcheon, Superintendent of Public Instruction in Springfield, and Mr. F. Rowe, Principal of the Girard Union School, delivered addresses which were listened to by large audiences.

The following resolutions were passed:

Resolved, That it is the duty of *parents* as well as directors to visit our schools at least every month, and also, that we consider it our duty to urge such visitations.

Resolved, That we make a strenuous effort to secure the best teachers that can be procured to conduct the various exercises at the fall term of the Association.

Resolved, That greater attention should be given to the teaching of the History of the United States in our common schools.

Resolved, That we earnestly recommend the daily reading of the Bible in schools wherever practicable.

Resolved, That our abstract of our proceedings be forwarded to the *Carlinville Free Democrat*, *Carlinville Spectator*, *Alton Courier*, and *Illinois Teacher*.

The fall session will commence the first Tuesday in September, at Carlinville.

[For the above report we are indebted to the Secretary.]

THE BUREAU COUNTY TEACHERS' INSTITUTE held a two-days session at Princeton on the 6th and 7th of April, Chas. Robinson presiding. About fifty teachers were in attendance. The Institute was opened at 10 o'clock A. M., on Friday, the 6th, by prayer by J. A. Flagg, followed by remarks from the President, upon the object of Teachers' Institutes, and the importance of school-organization.

The question, 'Should a teacher ever employ his pupils to assist him in the duties of the school-room?' was then taken up for discussion, and finally tabled.

The question, 'Should a teacher shape his policy in order to suit the prejudices of his pupils or patrons?' was warmly discussed, and decided in the negative.

P. M.—Mr. J. A. Flagg opened the exercises of the afternoon by a lecture on Reading. He was followed by Mrs. Flagg, who read an essay—subject, 'A Chapter of Experiences'. The essay was solicited for publication.

Essay by F. C. Sargent—subject, 'Earnestness'. The question, 'Can communications between pupils be avoided in school?' was warmly discussed, and finally tabled.

Evening.—Rev. I. Coddling lectured before the Institute. The audience was large, and the lecture a practical and powerful exposition of the necessity of educating children so as to fit them for those activities which, as members of society, they will be called upon to fulfill. He also dwelt upon the wants of schools and of the teacher.

Saturday.—The Institute was opened by prayer, by Mr. Chapman. Mr. Blodgett then conducted a drill exercise in Arithmetic.

Essay by H. L. Sargent,—subject, 'Erroneous Education'. The question, 'Should the sexes be seated together?' was discussed and tabled.

P. M.—Exercise in Reading, conducted by J. A. Flagg; exercise in Grammar, by J. H. Blodgett; Essay by Miss Mercer; Essay by Miss Parker; Lecture by Mr. Blodgett, on Primary Instruction.

The question of gratuitous entertainment was discussed, and finally decided that members pay for their board.

The Committee on School Law reported that a statute was enacted in 1849 making sixty days a quarter, and that the law is still in force.

Other business of local importance was transacted. All of the discussions were spicy and brief; the exercises animated and interesting, and the Institute profitable. You will hear from us again in the fall. CHAS. ROBINSON, Pres't.]

NEWELL MATHEWS, Secretary.

[For the above we are under obligations to the Secretary.]

THE SANGAMON COUNTY TEACHERS' INSTITUTE met at Springfield, on the 3d of April, and adjourned on the 7th, to meet at the call of the Executive Committee. J. S. Bradford was chosen President; Rev. J. M. Gordon, Vice-President; A. M. Brooks, Secretary; and S. M. Cutcheon, Critic. The attendance of teachers was much larger than at any meeting heretofore, a result to be attributed to the earnest efforts of J. S. Bradford, School Commissioner. The instructors were, in Written Arithmetic, Warren Burgett; Mental Arithmetic, Edward L. Clark; English Grammar, Rev. Francis Springer; Reading, A. J. Leach; Geography, A. C. Flower; who presented the subjects assigned them practically, going back in explanations to first principles, and rigorously calling for the reasons of every step taken. The interest taken in these drill exercises continued to increase until the close of the session. An Essay was read by A. M. Brooks, on Order, and one by G. M. Tourtillott, on the Study of Language. One hour each day was occupied by discussing educational topics, during which an advance in every direction was distinctly foreshadowed. On Friday afternoon Rev. Mr. Leaton presented an excellent method of teaching Orthography.

Prof. Turner lectured on the 5th, on Wisdom and Knowledge; and Prof. Bateman on the 6th,—subject, School Government. Both of these gentlemen are well known, and it is sufficient to say that their reputation will not suffer from their efforts on this occasion. Prof. Hovey was announced to lecture on the 4th, and it is a matter of regret that previous engagements prevented his filling the appointment. It has been decided to have a spelling contest under the auspices of the Institute, to come off about the first of June. A delegate is expected from each school in Sangamon County. This session of the Institute was a decided success, being the best, in every respect, ever held in Springfield. Those standing at the helm in educational affairs are determined to spare no exertion to make the next Institute, not only the best association of this section, but, if possible, one of the first in the State.

[For the above we thank the Secretary, Mr. A. M. Brooks.]

EFFINGHAM COUNTY TEACHERS' INSTITUTE convened at Effingham, Monday evening, April 2d. Teachers present, Miss M. E. Baldwin, Miss Callie Sprinkle, Miss Mollie Cunningham, Rev. McKay and lady, J. H. Verplank, J. E. Park, J. R.

Carroll, C. Laird, W. P. Surrells, J. Bradley, W. S. Johnson, R. McCann, and others. The institute was conducted by Mr. Leal, of Urbana, with energy and success. Much spirit was manifested: Effingham County seems wide awake. The institute closed Thursday evening, April 5th, to meet in Mason at the call of the Executive Committee, Dr. Gardiner and W. F. White.

Among the most interesting of the exercises were a discussion upon Moral Suasion in the government of schools, and a lecture from W. F. White, of Mason, on School-house Architecture.

DIXON SCHOOLS.—We had the privilege of spending a few minutes in the Dixon schools, recently. In the room occupied by the High School we saw the whole upper surface of the blackboards filled with drawings of leaves and plants, from Gray's Botany, executed with much taste. About the walls were several maps drawn and colored by the pupils. The school has a very good collection of natural curiosities, chiefly fossils from the Rock River region, though many specimens have been brought from a distance. The pupils take great interest in them, as do also some of the parents. Dr. Everett, a director, has some enthusiasm in the matter, and has rendered valuable aid to the teachers in arrangement and preparation of the cabinet. We were present during the opening exercises; a portion of scripture was read, the pupils were questioned on the commandments and the portion read, and the teacher led in prayer, the pupils assuming a devotional position.

A class in Arithmetic were called to the board (there is blackboard all around the room), and worked examples given by the teacher with a rapidity rarely equaled. Examples in Mental Arithmetic were wrought with speed, and reproduced with accuracy.

We stepped into a Grammar Department. Here we also found a class in Arithmetic, also some forty at the board working with commendable speed and accuracy, though making a less striking appearance than the older class of longer practice. We were getting quite interested in observing the maps upon the wall which pupils had prepared, in watching the work of the class and listening to explanations, when we heard the whistle of the time-keeping locomotive, had to snatch our hat, say a hasty good-day, regretting that we could not look more minutely into the work our friends Gow and their associates are doing. The schools are graded, and so arranged that each teacher is responsible for teaching and governing a certain division.

LEE COUNTY.—We were at Lee County Institute at Amboy, April 4th and 5th. Lectures were given by I. Stone, ourself, and Grove Wright, in the order of names. We did not arrive in time to hear the first. Drill exercises were conducted by Messrs. Gow, Parker, and others. The drill exercises and other work of the day were in the large school-house. The people have expended considerable in fitting up grounds and endeavoring to have a good school. We were sorry to see marks of vandalism and heedlessness in the school-room. Neat furniture had names cut upon it, and we saw a teacher who was attending the institute walk over the seats with his heavy boots to save going around by an aisle. Furniture that is neat and comfortable rarely tempts a boy to use his knife, or a girl

to use a pin on it, if proper methods are used to protect it. Who thinks of whittling a piano or chair at home? Boston furniture or Buffalo furniture ought not to tempt any boy to deface it. After the institute closed, the teachers and friends adjourned to the residence of Mr. Jacobs, one of the directors at Amboy, where an entertainment had been provided for them. Most excellent music was furnished during the session by a choir of Amboy singers, and on the last evening the brass band added to the pleasure of the occasion.

B.

BUREAU COUNTY.—We were present at the Bureau County Institute a portion of the time (April 8th). I. Codding lectured in the evening of April 7th. Drill exercises were conducted by Mr. Flagg, and others. A number of essays were read. We had opportunity to present some views to the teachers upon Primary Teaching, as well as upon special branches of study. There was quite a large gathering and an enthusiastic one, though some were reluctant to answer questions, fearing, perhaps, that they would be deemed *too forward*. We like *modesty*, but we also like *promptness*.

B.

BELLEVILLE SCHOOLS.—We recently spent a day in the schools at Belleville, St. Clair County. This is a place of about 7000 inhabitants, seven-eighths of whom are Germans; has two distilleries, eight breweries, about the same number of churches, from ninety to one hundred and fifty places where liquor is retailed, and one school-house accommodating sixty pupils or more, in West Belleville. There are about 800 or 900 children in the various schools, all of which, with one exception, are in rented rooms. We found some live teachers among those teaching there; and saw some things that did not indicate much life. We were informed that the Board had prohibited the use of the Bible in school, and we were glad to find teachers who obeyed their own consciences and continued to use it. Others, we learned, had yielded to the *fiat* of the Board, we think without gaining additional respect from them.

The schools there consist of a Sub-Primary, where pupils are put who can not be expected to study, several Primary and Intermediate Departments, and a — so-called — High Department. We saw in some schools marks of order and discipline really gratifying, but we can not say so much for all. In one instance we saw a class of twenty-one young ladies and gentlemen standing to recite, every one of whom leaned against the wall, without any effort made to check it. We saw another class of nearly an equal number in which were a few young ladies whose sense of propriety kept them in a proper position, but in which every lad leaned against the wall, or even turned to look out of the windows, without restraint.

Dependent on rented rooms, some very unfit places must some times be made use of. We visited the basement of a church in which was a Primary school. The floor was sunken in places as if the timbers had rotted away, and a panel was broken out of an outside door. It was a curious school: children were walking about, talking aloud, going back and forth from their places in a spelling-class, some with hats or bonnets on. The spelling-class was excused, and away went each by the nearest way to his seat. In the midst of a 'confusion of tongues', singing was begun, which united in itself the varied noises we heard before. 'It ish time', said the teacher, and there was a rush for the door, over seats or otherwise, as the case might be. Some little girls stopped to look at the stranger, but, 'girls go home', sent them out huddling together like frightened sheep.

We could name some funny things we saw in other schools. Belleville schools are guiltless of those appendages of a school-house 'which are neither fences nor shade-trees', though the ruins of an edifice were pointed out which the boys had been allowed to destroy. The wages of the teachers have been as follows, since September last: one gentleman, \$900; one, \$650; two, \$500 each; one, \$450; two ladies, \$500 each; three, \$400 each; four, \$300 each; one, \$250; one, \$200. Notwithstanding the refusal of the voters to build houses, it will be seen that a very liberal policy has been pursued. B.

[With respect to Belleville it may be said that the heterogeneousness of the population and the predominance of the foreign or un-Americanized elements, which is indeed alluded to by our correspondent, render the thorough organization of the school-system difficult. The people should support the directors in efforts to improve the condition of their schools, and no permanent improvement can be made until school-houses are built. The refusal of the voters to levy taxes to build school-houses can not be atoned for by their liberality in compensation of teachers.—ED.]

LASALLE COUNTY.—We were called away so that we could not attend the La-salle County Institute. We learn from some who were present that the exercises, in the main, were very interesting, and that there was an enthusiastic gathering of some seventy-five teachers. They propose having longer sessions hereafter. The one just passed (April 8th to 11th) was but three days. B.

SUBLETTE.—We observed a new school-house in process of erection at Sublette, Lee County, as we passed through the place a few days ago.

SCHUYLER COUNTY TEACHERS' INSTITUTE was to meet at Rushville on Tuesday, April 10th. At the appointed time and place but three appeared, who determined to meet next day. At the next trial five were present, who concluded to adjourn without further attempt to hold an institute.

MCLEAN COUNTY TEACHERS' INSTITUTE out-did Schuyler: it never even tried to meet. When it met in April 1859, a meeting was appointed in October: that failing, nothing is done.

IN ST. LOUIS.—We had opportunity to visit a Primary school in St. Louis recently. Two hundred and fifteen children were seated in a large airy room, having three recitation-rooms attached. They were under the charge of an experienced and accomplished principal, and it was a pleasure to see so large a number so regular and neat in their appearance. The system of large study-rooms with recitation-rooms attached is being changed in St. Louis, and the room we were in will soon be four, each with its separate division. We stepped into a Grammar Department where two hundred are accommodated. We had not time to note much, but we observed this: those desks which we had not seen before for five years looked just as they did then, except that they were a little browner; no defacing by cutting or scratching was to be seen as we passed along the aisles. B.

FAYETTE COUNTY INSTITUTE held its third session at Vandalia, April 9th to 12th. We hope to obtain a sketch of its proceedings.

LIST OF SCHOOL COMMISSIONERS.—Below we give a list of the County School Commissioners in Illinois, as promised in March, and again in April. Those to whose names an asterisk (*) is affixed are subscribers for the *Teacher*. The note of interrogation (?) indicates that we are not certain as to the post-office address.

Adams, N. T. Lane, Quincy. Alexander, Wm. J. Yost,* Cairo. Bond, Thomas W. Hynes,* Greenville. Boone, Charles E. Abbie, Belvidere. Brown, A. A. Glenn,* Mt. Sterling. Bureau, Charles Robinson,* Princeton. Calhoun, J. Woodward, Hardin. Carroll, James DeWolf,* Elkhorn Grove. Cass, Isaac W. Overall,* Beardstown. Champaign, T. R. Leal,* Urbana. Christian, Samuel S. Cissna, Taylorville. Clark, Silas S. Whitehead, Marshall. Clay, James W. Hortenstine, Louisville. Clinton, J. B. Roper, Carlyle. Coles, Gideon Edwards, Charleston. Cook, John F. Eberhart,* Chicago. Crawford, George W. Peck, Robinson(?). Cumberland, H. B. Decias, Majority Point. De Kalb, N. S. Greenwood, Dorsett. DeWitt, Joseph J. Kellogg, Clinton. Douglas, Samuel S. Irwin,* Camargo. DuPage, Horace Barnes, Naperville. Edgar, James A. Eads, Paris. Edwards, Cyrus Rice, Albion. Effingham, Robinson McCann, Elliotstown. Fayette, George H. Dieckman,* Vandalia. Ford, William W. Blanchard, Paxton. Franklin, John Ward,* Benton. Fulton, Stephen Y. Thornton,* Canton. Gallatin, J. E. Jackson,* New Market. Greene, S. F. Corrington, Carrollton. Grundy, Rufus K. Slosson, Morris. Hamilton, L. Rathbone, McLeansboro. Hancock, Geo. W. Batchelder, Carthage. Hardin, Miller McClellan, Elizabethtown. Henderson, J. E. Barnes,* Oquawka. Henry, S. G. Wright,* Galva. Iroquois, N. M. Baneroft, Middleport. Jackson, Daniel Worthen, Murphysboro. Jasper, Isaac H. Walker,* Newton. Jefferson, John R. P. Hicks,* Mt. Vernon. Jersey, William J. Herdman, Jerseyville. Jo Daviess, George Hicks,* Galena. Johnson, William H. Culver, —. Kane, David Higgins,* Geneva. Kankakee, Daniel S. Parker, Kankakee City. Kendall, E. W. Barnes, Oswego(?). Knox, Patrick H. Sanford, Knoxville. Lake, F. E. Clark, Waukegan. LaSalle, Wells Wait,* Ottawa. Lawrence, L. Abernathy, Lawrenceville. Lee, John Monroe, East Paw Paw. Livingston, Isaac T. Whittemore,* Pontiac. Logan, William G. Starkey,* Lincoln. Macon, Caleb C. Burroughs, Decatur. Macoupin, Horace Gwinn, Carlinville. Madison, John Weaver,* Omp Ghent. Marion, James McHarney, Salem. Marshall, Wheeler W. Heath,* Henry. Mason, Selah Wheadon, Mason City. Massac, I. S. Armstrong, Metropolis. McDonough, Joseph C. Thompson, Macomb. McHenry, Alvin Brown, Howard. McLean, C. P. Merriman,* Bloomington. Menard, J. H. Pillsbury,* Petersburg. Mercer, James S. Peage, Aledo. Monroe, John H. Bremner, Waterloo. Montgomery, John W. King,* Irving. Morgan, J. T. Springer, Jacksonville. Moultrie, David Patterson, Sullivan(?). Ogle, Eldridge W. Little,* Oregon. Peoria, David McCulloch,* Peoria. Perry, Chas. E. R. Winthrop, Tamaroa. Piatt, John Huston, Monticello. Pike, Joseph J. Topliff, Pittsfield. Pope, Joseph Glass, Golconda. Pulaski, Washington Hughes, Valley Forge. Putnam, George D. Henderson,* Granville. Randolph, Eli Lofton, Chester. Richland, John H. Gunn, Olney. Rock Island, Virgil M. Blanding, Rock Island. Saline, V. Rathbone, Raleigh. Sangamon, John S. Bradford,* Springfield. Schuyler, G. R. Benton, Rushville. Scott, Newton Howard, Winchester. Shelby, S. W. Moulton, Shelbyville. Stark, Richard C. Dunn,* Toulon. St. Clair, John H. Dennis, Belleville. Stephenson, H. C. Burchard,* Freeport. Tazewell, Lemuel Allen,* Pekin. Union, Samuel T. Hunsaker, Anna. Vermilion, Levi W. Sanders, Danville. Wabash, William M. Harmon,* Mt. Carmel. Warren, Willis B. Greer, Monmouth. Washington, Wm. Spurgin, Nashville. Wayne, Ethan A. Johnson, Fairfield. White, R. S. Graham,* Carmi. Whiteside, M. R. Kelly,* Lyndon. Will, Edward Savage, Joliet. Williamson, Wm. H. Scooby,* Crab Orchard. Winnebago, Silas Sweet, Rockford. Woodford, Edgar Babcock, Metamora.

B O O K N O T I C E S .

ROBINSON'S NEW ELEMENTARY ALGEBRA. 12mo. pp. 312. 75c.

ROBINSON'S UNIVERSITY ALGEBRA. Revised edition. 8vo. pp. 360. \$1.25. IVISON & PHINNEY, New-York; S. C. GRIGGS & Co., Chicago.

These volumes belong to the new series of Mathematics issued by the above gentlemen. A few years ago, when a copy of Robinson's University Algebra accidentally fell into our hands, we read it with delight: the author's mastery of the methods of Algebra, and his suggestion of expedients for rapid and easy analysis and solution of problems, were beyond any thing we had seen. We have not used these books in the school-room, nor seen them used, and therefore can not speak of them practically; but we feel sure they will excite the minds of pupils to activity and to pleasure in the subject of which they treat. Some new matters are given in each book: the Elementary gives *French's Binomial Theorem*, which furnishes a direct method of obtaining the coefficients in the expansion of a binomial in which the terms have coefficients. It has not before been published.

BIBLE HISTORY FOR SCHOOLS: *A Text-Book for Seminaries, Schools and Families.* By Mrs. Sarah R. Hanna. Large 12mo. pp. 290. A. S. Barnes & Burr, New-York.

This is the History of the Old Testament, partly in the Bible language and partly in the author's words, divided into lessons and into paragraphs, in the question-and-answer form. Our dislike of this form is very strong: the object of the book is good, the selections are well made, and, apart from the objection that we have indicated, we should commend the book to the notice of teachers.

ATWATER'S SCHOOL GOVERNMENT. Published by John Atwater, Chicago. (*See Advertisement.*)

The seventh edition of this system of cards is now in press. It has received the commendation of many teachers, and has been much improved lately: it is less complex than before. It is specially useful in primary and intermediate schools, and will prove a valuable aid to many a teacher. It is simple and cheap.

MITCHELL'S NEW INTERMEDIATE GEOGRAPHY. *Atlas form.* pp. 102. E. H. Butler & Co., Philadelphia.

A new and beautiful book, excellently adapted to its purposes. The maps and illustrations are all new, and the text is reprinted and revised. The maps are better than is usual for Geographies of this grade, and no one excels Mitchell in carefulness and fullness. We notice that the Map of Oregon, California, and the Territories, shows the lines of travel, with the location and names of the mountain-passes.

BROOKS'S CLASS REGISTER. A. S. Barnes & Burr, New-York.

A very convenient form for a teacher to keep record of scholarship and deportment in his classes.

ANALYSIS OF THE ENGLISH SENTENCE. *Designed for Advanced Classes in English Grammar.* By A. S. Welch, A.M., Principal Michigan Normal School. A. S. Barnes & Burr, New-York.

SYNTHESIS OF THE ENGLISH SENTENCE; or, an Elementary Grammar on the Synthetic Method. By J. M. B. Sill, Teacher of English Language, etc., in Michigan Normal School. Ivion & Phinney, New-York; S. C. Griggs & Co., Chicago.

These grammars are each the counterpart of the other. The authors are instructors in the same institution, and one has given us modes for advanced classes, the other for elementary ones, both holding similar views with regard to grammatical principles and forms. Each claims to be independent of dead formulas, and to take an unbiased view of the points treated of. In many respects they have with good reason made changes from 'old formulas', but we question whether some may not yet arise who will see reason for changes where they have adopted the current phraseology, or fail to see desirableness in all the changes introduced. We commend the books to the attention of teachers. Whatever may be their opinion of the absolute merits of these grammars, the careful examination of them will tend to a better judgment of language, and to making the actual spirit of the language superior to the technicalities with which its study has been loaded.

Sill's Grammar contains some typographical errors.

LECTURES ON MENTAL AND MORAL CULTURE. By Samuel P. Bates, A.M., Superintendent of Crawford County, Pennsylvania. New-York: A. S. Barnes & Burr. 1860. 378 pp. 12mo. \$1.25.

These are entitled 'Institute Lectures'. We recognize them as evincing literary taste and ability, but as setting forth rather generalities than the specific modes of operations, which teachers wish to observe. The lectures would answer about as well for any general literary purpose as for Institute use. The book is labeled 'Teachers' Library'. It will be remembered that a set of seven volumes especially of interest to teachers has been known by that name. We do not see that this is so especially adapted to *teachers'* use as to entitle it to the label it bears, although it would be of use and interest to them as well as others.

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No. 6.

C Y R U S P E I R C E :

FIRST PRINCIPAL OF THE FIRST NORMAL SCHOOL IN AMERICA.

CYRUS PEIRCE, the subject of this memoir, long stood in the very foremost rank of American educators. His name will ever be associated with the history of educational reforms, as the first principal of the first Normal School in America.

He was born August 15th, 1790, in the town of Waltham, Massachusetts, the youngest of twelve children. His boyhood was spent upon a farm. Early manifesting a taste for books, he was placed by judicious parents in the Framingham Academy, and afterward under the tuition of Rev. Dr. Stearns, of Lincoln, who bore the reputation of a thorough and finished scholar.

He was admitted to Harvard in 1806. While in college, he was more remarkable for earnest determination, and moral uprightness, than for brilliancy as a recitation scholar. It was during his Sophomore year that his labors as a teacher commenced, in the village of West-Newton, the very place where, fifty years afterward, he closed his career as a teacher of teachers.

Mr. Peirce was solicited, soon after his graduation, to take charge of a private school in Nantucket. This invitation he accepted, and for two years conducted the school with great success. But at that time he did not look upon teaching as his life-business; he had set his heart upon another sphere of labor. In 1812 he returned to Cambridge, and remained there as a student of theology for three years. But in Nantucket his absence had been severely felt. No one had been found to fill his place as a teacher. Finally, at the earnest solicitation of his former patrons, he returned to the island, and resumed his labors as a teacher. It was not till 1818 that he entered the pulpit. During this second residence in Nantucket he married Miss Coffin, a distinguished pupil in his own school.

Mr. Peirce commenced his clerical labors in North-Reading, Mass. He remained there eight years, discharging his duties faithfully, and to general satisfaction. But after a severe mental struggle, and many doubts, he resigned his charge, and once more commenced his labors as a teacher. In this sphere, he continued in North-Andover four years. He labored here under many difficulties and embarrassments. He differed, upon many points connected with school systems, from his colleague, Mr. Putnam. The latter adhered to the old methods and applications, while Mr. Peirce was strongly inclined to substitute new and improved ones. Finally he withdrew from the school, and, at the urgent and repeated request of his friends in Nantucket, once more resumed teaching among them. For six years he there conducted a large and profitable school with splendid success. He was, for some time, aided by Miss Maria Mitchell, who has since then acquired a wide fame as an astronomer. But his zeal was not confined to his own school: during the whole time, he was earnestly endeavoring to improve the public schools of the island. He was also active in the temperance reform; so much so as to incur the charge of fanaticism.

Through his agency, a complete reform was instituted in the island school-system. A thorough classification was secured: Primary, Intermediate and Grammar Schools were established, with a High School at the head. To this school he was immediately appointed as Principal; and, though the place was more laborious and less lucrative than the one he already held, he accepted it without much hesitation, and was installed in his new office in 1837. His career here was brilliant and successful. The school was a model of its kind. The teachers caught much of his enthusiasm, and the schools of Nantucket have since been acknowledged as among the very best in our country. Mr. Peirce did not approve of corporal punishment; it was entirely excluded from his school, yet the discipline was perfect. He protested mightily against the regulation by virtue of which the colored children of the island were forbidden to attend the common schools. He was unsuccessful in this; the 'prejudice against color' was too strong to be overcome.

Meanwhile, great reforms were going on in Massachusetts. Horace Mann had been elected Secretary of the newly-created State Board of Education,—an era in the history of human progress! Mr. Peirce's inaugural, delivered by him upon accepting his new position, had fallen under the eye of Mr. Mann. Excited and interested by it, he visited the island, and carefully examined the High School. He was delighted; it very nearly approached his own high ideal of what a seminary for the young should be. And when, nearly two years afterward, the Massachusetts Legislature established the first Normal

School, through his influence Mr. Peirce was unanimously appointed to the charge of it by the Board. Amid the protests of his Nantucket friends, who could ill spare him, he accepted the appointment, saying, "I would rather die than fail in the undertaking."

On the third of July, 1839, he entered upon his new duties at Lexington, amid many difficulties. The school was an experiment. What a Normal School was to be was a mystery to most persons. All the powers of ignorance, prejudice, and old-fogyism, were arrayed against it. Moreover, Mr. Peirce's splendid qualifications as a practical educator were little known out of Nantucket. Under these circumstances, it is not very strange that the school opened with but three pupils. For a long time the prospects were very discouraging. The friends of education were surprised and mortified at the result. But Mr. Peirce kept on with characteristic energy and tenacity, when even the earnest faith of Horace Mann wavered. The school grew in numbers and public esteem. At the end of the third year it numbered forty-two pupils.

The Normal School was at length an acknowledged success. From all over the State, wherever its pupils had taught, came testimonials of their marked superiority. But, after three years of heavy labor and responsibility, Mr. Peirce's health failed. He resigned his place and returned to Nantucket, as he supposed, for life. However, his health was restored by the pure air and a period of rest; at the end of two years he was reelected Principal of the Normal School, then removed to West-Newton. But at the end of five years his health failed once more, and he was obliged to finally close his career as a Normal teacher.

The American Peace Society soon afterward appointed him as one of their representatives to the Paris Peace Congress. A purse of five hundred dollars was presented him by friends and pupils to assist in meeting the expenses of the journey. It was almost the only recreation in which he had indulged since his college days. In company with a long-trying friend, the Rev. Joseph Allen, of Northborough, he attended the session at Paris, and afterward spent some months in travel upon the Continent and in England.

In 1850 he resumed teaching, in a private school at West-Newton, in company with Mr. N. T. Allen, and continued in this position for eight years. He then withdrew from active duty, in consequence of failing health and the infirmities of age. From that time forth he suffered much and patiently, till death released him on the sixth of April last.

Mr. Peirce has probably exerted a more beneficial influence upon the cause of education than any other American teacher, Horace

Mann alone excepted. He has witnessed and aided a vast educational reform. It would be somewhat interesting to study the improvements which have been made since he commenced teaching by the aid of Daboll's Arithmetic, Webster's Spelling-book, and Morse's mapless Geography; the vast catalogue of text-books in every department of science; the splendid results effected by Holbrook and Colburn; the almost magical advance in school architecture; and, above all, the successful establishment of the Normal School, his own specialty.

As a teacher, he was persevering and somewhat exacting. He never entered a class-room without having carefully prepared the lesson, and in his questionings was particular to minuteness. One fact connected with his second residence at the Normal School may serve as an illustration of his peculiar character. His pupils were all females, and many of them poor, and he was unwilling to increase the incidental expenses of the school, which devolved upon them. He was therefore accustomed, through the winter, to replenish the school-house furnaces at midnight, and might always be seen again at three or four in the morning, renewing the fires, shoveling snow from the steps, bringing water, and performing all the duties of janitor. He was much beloved by his pupils, and widely known as 'Father Peirce'.

One of his distinguishing peculiarities, as a teacher, was his entire repudiation of premiums, artificial emulation, and corporal punishment. With regard to the last, he says, in a note to a friend:

"The change was gradual, the work of time, and arose from various considerations. 1st. I could not, at least I did not, always administer corporal punishment, without awakening, or yielding to, emotions of a doubtful character. I began to suspect that the effect upon myself was not good; and I could see that it always shocked, disturbed, and did not always exalt the moral sentiment of the school. In a word, to both parties it seemed to me to work spiritual *death* rather than *life*. 2d. Often, after having inflicted it, I was visited with very troublesome doubts; such as, that possibly I had been too severe, even where I had no doubt that the offender deserved some chastisement; some times a query, whether I could not have gotten along without any blows at all. This last query was pretty apt to arise the next day, after all the excitement of the occasion had subsided. 3d. Then again, I was often troubled with the thought that possibly I had not made sufficient allowance for the circumstances and considerations which pleaded in behalf of the culprit, such as natural disposition, inherited temperament, his previous training, surrounding influences, and peculiar temptations. 4th. Moreover, when I witnessed the blessed, the heavenly effects of forgiveness and encouragement, I would almost resolve forthwith to put away the ferule and

strap, and rely on moral suasion alone. . . . I came to the belief that *the natural laws and their penalties*, to which all men, and the children of men, alike are subject, were founded in love, as well as wisdom; yea, that our sufferings (the consequences of transgression) were, equally with our enjoyments, evidences of the wisdom and benevolence of the Heavenly Father. I thought, too, that I could discern a connection between the transgression committed and the penalty endured,—an adaptation of one to the other, in the divine discipline, the like of which I could not see in my own *artificial inflictions*. And ought we not, said I to myself, in our discipline of children, to strive to imitate, as closely as possible, the Divine administration? . . . It seemed to me, as the Creator had *adapted* the human mind to seek, apprehend and enjoy the truth, that, whenever truth was rightly presented, it would be apprehended, enjoyed, as naturally as the stomach receives its appropriate food, without the extraneous and ill-adapted stimulus of *blows*. . . . I came to see less clearly the wisdom and loving kindness of such appliances. God, creation, man, human relations, indeed all things, began to put on a new and more beautiful aspect. Under the rule and quickening influences of love, the school-room wore a new and brighter face,—brighter prospectively, when I entered it in the morning, brighter retrospectively, when I left it at night.”

In the same communication, Mr. Peirce says: “The book to which, after the Bible, I owe most, is that incomparable work of George Combe, ‘*On the Constitution of Man*’.”

We should be glad to make other characteristic extracts from his writings, did our space permit. They all breathe the same spirit,—earnestness, thoughtfulness, and a deep religious fervor.

Father Peirce was of medium stature. His portrait is lying before us as we write;—irregular features, but massive, and marked by a peculiar sweetness and benignity of expression. His Christian nobleness, rare tact and judgment, and unflagging energy, admirably fitted him for his labor as one of the pioneers of a new and better era. Glorious results have already been achieved by his labors, and the end is not yet.

Y. N. N.

A FEW years ago a schoolmaster was wanted for the village of Limekiln. A pompous little fellow, one of the applicants, being asked to give in writing a philosophical reason why cream was put into our tea, replied, “Because the globular particles of the cream render the acute angles of the tea more obtuse.” He was elected.

Exch.

PHYSICAL CULTURE.

BY G. B. WINDSHIP, M.D.

FROM the manner in which great truths have been recognized at one time and neglected at another in the world's history, it would almost seem as if they had their revolutions like the sun; and were destined at one period to shed light and warmth upon mankind, and at another to be borne so far from us in their orbits as to shed but a wintry radiance. The essential fact in education, that a proper culture must unite strict care for the body with a judicious mental training, was better appreciated and understood in ancient Athens in the time of Plato, than in our own time in the trimountainous city, some times playfully called the 'Modern Athens'.

The present movement in behalf of physical culture would seem to encourage the belief that a revival of some of those great convictions in regard to education which prevailed in ancient Greece is now about to dawn. In its full sense, education is a leading-forth of the faculties of the mind through the healthy development of those of the body. In physical culture I would comprehend culture of the body in its most extended sense; not of the trunk alone, but with it of the neck, head, and limbs, and of whatever of us is material: it is the application of means for physical improvement, the development of the bodily powers; the conversion of disease into soundness, of weakness into strength, of awkwardness into grace, of disproportion into correspondence; in short, the elaboration and finishing of the edifice in which mind resides — that temple made of clay — that house we live in.

Improvement of one's physical state can never be entered upon too early, and, so long as there is an atom of life and strength, never too late. Let no one despair of success in the attempt. Dr. Warren, in his little work on Health, tells us of a member of the legal profession who practiced gymnastics for the first time, and with the happiest results, when nearly seventy years old. Cornaro, the Italian, whose treatise on Health and Long Life has given him a world-wide reputation, began at forty to repair the ravages which many years of dissipation had made upon a constitution naturally infirm; and, in spite of the predictions of all his physicians and friends, he succeeded not only in regaining the health he had lost, but in gaining a health he

had never before experienced. He was eighty when he published his treatise ; lived to see it through four editions, and died tranquilly in his bed after he had completed his one-hundredth year.

In this connection it is worth while to observe how much may be accomplished by simply correcting a single bad habit. The legal gentleman to whom Dr. Warren alludes was much benefited by gymnastics. On the other hand, Cornaro, as he himself states, found a panacea for his ills in a careful avoidance of intemperance in eating and drinking. It is indeed of little consequence what path we pursue, if by it we can reach the desired goal, *tuto, cito, et jucunde*. Some times it may be inconvenient to take the best path ; let us, then, do the next best thing. At an early age I was told by many that to practice a heroic degree of self-denial, and to *rise from the table hungry*, was the way to secure health. For many years I tried to do this, but succeeded very imperfectly. I at length resolved to attempt the next best thing, and am not sure that it was not the best thing of all. It was merely this : to put no extra restraint upon my appetite, to practice no very rigorous self-denial, but to eat and drink about as much as I desired, and then, by my subsequent self-management, to take care that I should make myself *need* every particle I had swallowed.

Soon after I began to carry out this principle, I experienced a cessation of indigestion, and the many ills to which it gives rise. Having found, too, that this principle worked well in the long run, I still retain it as one of the cardinal rules in my method of training.

And what is my method ? you will perhaps inquire. It is the doing the right thing, in the right way, at the right time. It is the obtaining a sufficiency without going to excess. It is the using my own discretion about every thing, without blindly following another's precept or another's example, or even tying myself down to rules of my own devising. It is the carrying-out of what may seem to be the expediency of the moment. It is the doing what may seem best under the circumstances.

But though it may be difficult for me to describe briefly and clearly what my method is, that is no argument against its efficacy. What other method would have insured for me an appreciable gain in strength, day by day, month by month, and year by year, with an almost entire exemption, meanwhile, from any but the most trivial disorders ? Let the following facts speak for themselves :

I was nearly seventeen years of age before I seriously undertook to improve my physical condition. I was then but five feet in height, and a hundred pounds in weight. I was rather strong for my size, but not strong for my years, and my health was not vigorous. I am now twenty-six years of age, five feet seven inches in height, and one

hundred and forty-eight pounds in weight. My strength is more than twice that of an ordinary man, and my health is as excellent as my strength.

What has produced this astonishing change in my physical condition during the last nine years? I will attempt to sum up a few of the proximate causes that may have led to this result.

1st. I have breathed an abundance of pure fresh air almost constantly.

2d. I have exposed myself sufficiently to the sun.

3d. I have eaten an abundance of wholesome food.

4th. I have drunk less than a quart of spirituous liquors, and less than a gallon of fermented.

5th. I have used less than an ounce of tobacco.

6th. I have taken, nearly every day, about a half-hour's gymnastic exercise in the open air.

7th. I have conformed to the customs of society only so far as they were not at variance with health.

8th. Regarding procrastination as the thief not only of time, but also of health, I have shunned it as especially dangerous in all matters pertaining to physical well-being.

9th. I have poisoned myself as little as possible by food contaminated with lead, copper, brass, or bell-metal.

10th. I have developed my body harmoniously.

11th. I have allowed myself at least ten hours' rest in almost every twenty-four.

12th. I have paid a due regard to bathing, without, however, rendering myself amphibious, or carrying a good thing to excess.

13th. I have been particular that every portion of my dress should be as loose and easy as the freest action of my muscles and limbs would demand.

During these nine years, while endeavoring to promote my physical welfare, I have made the following discoveries:

1st. That whatever increased my strength improved my health.

2d. That one means of improving my health was to improve my strength.

3d. That the stronger I became, the healthier I became.

4th. That it was as easy for me to increase the strength of my body as it was that of a magnet.

5th. That, by developing my body harmoniously, I could preclude the possibility of hernia, or any other serious injury, that otherwise might arise from an extremely violent action of my muscles.

6th. That lifting, if properly practiced, was the surest and quickest method of producing harmonious development; while it was also

the most strengthening of all exercises, and consequently the most healthful.

7th. That it is better, while exercising, to perform twenty different feats once, then one feat twenty times.

8th. That it was possible for me to take in fifteen or twenty minutes all the gymnastic exercises that I should need in twenty-four hours.

9th. That I could gain faster in strength by forty minutes' gymnastic exercise once in two days, than by twenty minutes of the same daily.

10th. That, as my strength increased, my exercise should be more intense, but less protracted.

11th. That increase of muscular power was attended with increase of the digestive.

12th. That one means of increasing the digestive power was to increase the muscular.

13th. That many articles of food had formerly proved injurious to me, not because they were really unwholesome, but because I was unable to digest them.

14th. That a person may become possessed of great physical strength without having inherited it.

15th. That by increasing the strength a predisposition to certain diseases may be removed, and diseases already present removed or mitigated.

16th. That increase of strength can not long continue on a diet exclusively vegetable.

17th. That increasing the strength made excretion take place less from the skin, but more from the lungs and the other emunctories.

18th. That what benefits a part of the body benefits more or less the whole.

19th. That long before I succeeded in lifting 1100 lbs. with the hands, or in shouldering a barrel of flour from the floor, I had ceased to be troubled with sick headache, nervousness, and indigestion.

20th. That a delicate boy of seventeen need not despair of becoming in time a remarkably strong and healthy man.

Having made the subject of health and strength a speciality for so many consecutive years, and with a success that has excited much interest, it may be pardonable in me to offer the following rules for the promotion of physical culture :

1. Select, if possible, for your sleeping-apartment, a room on the 'sunny side'.

2. Let the sun have access to it at least six hours a day.

3. Keep it thoroughly ventilated the whole time, particularly during the night.

4. Contrive, however, to have it thoroughly ventilated without subjecting you to too great a draft.

5. Practice general ablution at least once a week in cold weather, and twice a week in warm, but seldom oftener in a New-England climate. [In offering this rule I expect to be censured by quite a large class in the community who seem to delight in daily soaking and splashing in water, not having, probably, the slightest consciousness that by so doing they defeat every intention for which water is externally applied.]

6. Allow yourself not less than eight hours' rest as a daily average. [I allow myself not less than ten.]

7. Never, while in good health, let the temperature of your apartment, when heated artificially, get above 70° by Fahrenheit. [I prefer for myself a temperature of about 60° .]

8. Keep the atmosphere of any apartment you occupy sufficiently pure, by occasionally opening windows, and sufficiently moist, when it is being artificially warmed, by the constant evaporation of water.

9. Never forget that the combustion of any inflammable substance is invariably productive of poisonous gases.

10. Never use food of any kind, if you can conveniently avoid it, that you have reason to believe was prepared in a copper, brass, or bell-metal utensil, no matter how scientifically such utensil may have been 'protected'.

11. Never use water, internally or externally, that has come in contact with *lead* or any other poisonous substance, if you can have choice of that which has only come in contact with iron, gutta-percha, or glass.

12. If you must use water that has come in contact with a poisonous substance, neglect no expedient for rendering such water as nearly free from it as possible.

13. Most use that kind of food which you most prefer if your experience is not against it, without regard to what Liebig has said of its chemical constituents, or Beaumont of its digestibility.

14. Never 'rise from the table hungry', if you are not an invalid, but completely satisfy your appetite. The digestive power, like the muscular, will be weakened if not vigorously exercised.

15. Avoid excessive exercise of either mind or body, lest you create a necessity for narcotics and stimulants.

16. Avoid too little exercise, for the same reason.

17. Increase your strength as one means of improving your health.

18. Practice lifting as the most strengthening of all exercises, and

consequently the most healthful; but practice it with the utmost caution until you have ceased to have any weak point.

19. Use dumb-bells as a means of exercise, to be ranked next to lifting in importance, and let them always be as heavy as you can conveniently handle, but use them with great caution, and never for a longer time than ten or fifteen minutes in the course of a whole day.

20. Develop the body harmoniously, in order that you may preclude the possibility of hernia, or any other serious injury which otherwise might result from a violent action of your muscular system.

21. Never let the duration of gymnastic exercise exceed a half-hour daily, or an hour once in two days.

22. Never rise early unless you retire early, or sleep with your windows closed, or have something to attend to which will not permit you to lie late.

23. If you retire late, or sleep with your windows open, lie until you feel like rising, whatever may be the hour.

24. Gradually wear less clothing about your neck, until you wear so little that that you can at any time allow your neck to be entirely exposed without being liable to take cold.

25. Be careful that your dress is at all times loose and easy in every particular.

26. Conform to the rules of society no further than your health will admit.

Mass. Teacher, April, 1860.

HOW TO PREVENT TARDINESS.

MR. EDITOR: It will require no great effort for your readers to imagine themselves in a school-room. A class is called for recitation. The larger number are well prepared, and are familiar with the subject under consideration. But two or three are not. They were absent the day before, when an important principle, which lay at the foundation of the subject, was explained. The teacher must delay the recitation, taking the time of the whole class for the purpose of an explanation to these two or three, or go on, at the risk of their not understanding it, becoming discouraged, and finally losing all interest in the study. This is the case in all the classes to which these scholars belong. Soon the recitation is finished, at the loss of much time to the class, and, perhaps, of much patience to the teacher. A half-dozen

scholars come forward and wish to know where the lessons of the day are. Be careful, teacher, or you will lose some more patience. During the day, many other annoyances occur to interrupt the progress of the school, all of them on account of absences among the scholars.

That absences and tardinesses are some times unavoidable no one will deny; but that a large number of those that do occur might be avoided is evident to every teacher. Every effort may be put forth to make the studies interesting, or the school attractive and pleasant; still, from the indifference of scholars, or frequently from a failure on the part of parents to realize fully the necessity of regularity and promptness in their attendance, absences will be too frequent.

Now for the remedy. The custom of sending for absent scholars, at once, on the opening of school, tends to encourage promptness on their part, and brings the teacher and parent so into contact that the child will not be kept at home without good reason. It tends, too, to prevent truancy. Otherwise, many times would the wayward child spend his time in the streets, deceiving both parent and teacher, and the first discovery of the deception would be the paper sent home suspending the pupil from school on account of absence for the prescribed length of time. In this connection, the question suggests itself whether, in our large towns, it would not be well for school-committees to provide that a child shall be considered a member of the school till the teacher has received word from the parent, by note or verbally, that he has been taken away. In our large schools, where teachers and parents may never meet, or know each other except through the scholars, a boy may tell his teacher that his parents have taken him from the school, take his books and leave, as the teacher supposes, for home, when in reality he will spend days, and perhaps weeks, rambling the streets, and then return to the school again; and all this in the utter ignorance of the deluded teacher and parent. Discoveries of just such cases as this give occasion for asking the question, if not a reason for the rule itself.

For the encouragement of punctuality, a permanent record may be kept, in which the tardy scholar shall record his name, the date and length of time of his tardiness, and, if desirable, the cause, also. If the scholar can not write, this may be done by the teacher. This book should be kept the year through, for the inspection of parents and visitors. Thus, it has a permanent value, and scholars will be careful that their names do not occur often on the list.

Personal interviews with parents, as opportunity occurs, are among the most important means tending to create a harmony of feeling between them and the teachers, and securing a home influence to assist in conducting the school with much less of labor and care. Especially is this so in cases which call for strict discipline.

These means, and others of a similar nature, which will suggest themselves to every teacher, may be practiced with good results in securing regularity and promptness in attendance. But, after all, the scholar may some times feel that they are burdensome, and that he is under restraint. He attends school frequently because he feels that he can not do otherwise, and not on account of any advantage which he can realize is to be gained; for it must be conceded that many children do not estimate fully the blessings of education, which they are to reap after years of toil. It is true with them, as well as with those of a larger growth, that the greatest competition may be excited whenever there is credit to be gained, honor to be won, or a name to be earned. Taking advantage of this well-known fact, the following plan for securing regular attendance, in addition to the means before mentioned, has been adopted in the Brown School, Chicago, and is here written out at the request of W. H. Wells Esq., Superintendent of Schools in that city.

It should first be premised that this is a graded school, with as many rooms as there are teachers; each teacher having the care and instruction of her own scholars, under the general superintendence of the principal. It is, so far as this plan is concerned, a collection of several different schools in the same building.

A generous rivalry is excited among the different divisions, for the largest attendance. Each is urged to excel. As a reward for the effort, an evidence of the distinction gained, the division which stands first one week wears the honor during the next. A card is prepared, about ten inches by twelve, upon which is neatly printed, 'Room No. One in Attendance the past Week.' This is hung in a conspicuous place in the room, and is a trophy of which the scholars feel proud. But they are aware that it can be retained only by constant and earnest effort on their part. The duration of the contest is short, and all are again placed on the same footing for a renewal of the strife.

As a result of the working of this plan, I give the attendance of each department and of the whole school, for the last four months of 1859 and the first four of the present year, during which latter time the system has been adopted.

	Per cent. of Gram. Dep.	Per cent. of Prim. Dep.	Per cent. of Both together.
September	93.4	91.1	92.2
October	92.8	90.5	91.1
November	94.5	90.	91.8
December	94.3	87.9	90.9
January	95.3	91.	93.1
February.....	95.3	91.	92.9
March	95.5	92.3	93.6
April.....	96.2	92.8	94.1

From this statement it is evident that the attendance throughout both departments has been increased and has become much more reg-

ular. This is especially the case in the intermediate divisions, which contain a class of scholars quite as apt to be absent as any, and at the same time most easily influenced by this method.

In the present case the system seems to work well; and the question is suggested whether, in many of the schools throughout our country which are not graded, similar results might not be attained by exciting the competition between different classes.

S. H. WHITE.

EXERCISE SONGS.

EXERCISE SONGS, or songs in which the singing is accompanied by physical exercises, ought to be used in every primary and intermediate school. Such songs are much used in some schools; but we know that very many of our readers will find such songs new, and would like to procure them. We will give, from time to time, some such song in the *Teacher*. We take the following song from *Young's Infant-School Manual*, which contains quite a number of exercise songs:

Clap, clap, all together; clap, clap away:
This is the way we exercise and have a little play.
Twist, twist, all together; twist, twist away:
This is the way we exercise on a cold and frosty day.

Wind, wind, all together; wind, wind away:
This is the way we exercise and have a little play.
Jump, jump, all together; jump, jump away:
This is the way we exercise upon a cold and frosty day.

Shoot, shoot, all together; shoot, shoot away:
This is the way we exercise and have a little play.
March, march, all together; march, march away:
This is the way we exercise upon a cold and frosty day.

Wash, wash, all together; wash, wash away:
This is the way we rub the clothes to wash the dirt away.
Spin, spin, all together; spin, spin away:
This is the way we exercise upon a cold and frosty day.

Two or three good exercise songs will be found in the *Golden Wreath*. S. T.

I S , O R A R E ?

A QUERY was proposed in the February *Teacher* (p. 71), whether it is correct to say 'six times eight *is* forty-eight', or whether the verb should be *are*. Bullions and Clark were cited in favor of *is*. In the March number (p. 109) J. W. P. suggests that the answer is determined by the manner of supplying the ellipsis which he thinks to exist. In the April number (p. 151) Goold Brown's dictum is cited that *are* is the proper word. Bullions says that *is* is right and *are* is wrong: Brown says that *are* is right and *is* is wrong.

Now what shall be the standard of decision? Shall it be authority of grammarians? they differ; and there is no means of establishing the value of their opinions but the very means which must be used to decide the question without their authority. Shall it be the general rules of the language? But there are such things as idioms,—peculiar forms of construction which are confessedly opposed to the general rules of the language; and one might admit that the general rules of the language are opposed to him, and yet claim that he is right in maintaining an exception. It is a general principle of language that a noun in the singular when it is the subject of a verb must have a verb corresponding in form: but collective nouns disregard this rule. Shall the standard be usage? But usage must be somewhat divided, or it would not be possible for reputable grammarians to differ; and it would not be necessary for any one to ask the question. Usage is, however, the real standard and the last resort; and it is apt in these days to shape itself to accord with the notions of the mass of mankind rather than with the theories of any man. Neologisms are winning their way in the language in spite of nearly all the grammarians, and finally find writers of grammars to approve and urge them: we need instance but these two: 'you was' for 'you were'; and 'is being built' for 'is building', which was in turn an unfortunate change from the older form 'is a building', which is still on the lips of the common people. Reasons may be adduced why *is* or *are* should have exclusive place, but they will have little effect.

What, then, is usage? The language of mathematics is supposed to be very precise and accurate: the study of the mathematical sciences is supposed to aid in forming a rigidly accurate and clear style: but if any one will examine the use of language in our arithmetics and algebras, he will see that it has not had such an effect upon most of their authors. Gross barbarisms are not unfrequent: ill-contrived and awkward sen-

tences are not rare : ambiguities may be found often. Various excuses may be made for these : some of them arise from condensing correct expressions ; others from misapprehension of the true relation of terms ; others will be allowed by a linguist of liberal mind, though condemned by the purist. The canons of grammatical criticism do not require that a man should be quite as short-sighted or microscopic as Gould Brown, who often condemns what good writers allow and use.

We have taken up the works of nine writers of Arithmetics and Algebras which lay convenient, and will give some samples of their inconsistencies and errors. We have not taken a census of these, but caught them up as we turned the leaves without attempt to find every usable instance.

Thomson's Higher Arithmetic. 'Six tens from 8 tens leave 2 tens.' (p. 41.) On the same page are other similar clauses ; but on the next page we have '6 from 14 leaves 8', and others similar to this. '7 from 21 leaves', etc. (p. 67.) '2 thirds from 15 thirds leave.' (p. 123.) These seem inconsistent, but we will not claim that they are so.

Perkins's Higher Arithmetic. '6 and 2 added equals 8.' (p. 10.) '15 francs is equal to \$14.10.' (p. 112.)

Ray's Higher Arithmetic. 'Two cents from 7 cents leaves 5 cents.' (p. 36. Three similar cases on same page.) '33 from 37 leaves 4.' (p. 42.) '7 from 10 leaves 3.' (p. 109.) In *Ray's Algebra Part I*, we have '5 times any quantity diminished by 2 times the same quantity leaves 3 times the quantity.' (p. 39.) We will not condemn any of these but the first one.

Robinson's Primary Progressive Arithmetic. '2 eggs taken from 4 eggs leaves 2 eggs.' '3 tulips taken from 5 tulips leaves 2 tulips.' (Other similar on the same page, 22d.) '2 from 8 leaves 6': many similar on pp. 25 et seq.

Davies's University Arithmetic. '9 tens from 12 tens leaves 3 tens.' '21 lb. from 45 lb. leaves 24 lb.' (p. 45. We find several similar.) '5 from 6 leaves 1.' (p. 46 : several similar.) On p. 110 we find, "Thus $\frac{1}{3}$ are equal to 3 and 2 thirds, and is written $\frac{1}{3} = 3\frac{2}{3}$ "; the same occurs in *Davies's School Arithmetic*, p. 148. '3 things taken 4 times gives 12 things.' (p. 113.) '9 things divided by 3 gives 3 things.' (p. 114.)

Robinson's Practical Arithmetic. '2 from 7 leaves 5.' (p. 29.) '9 units from 16 units leaves 7 units.' (p. 31.) Other instances like these may be found. '8064 minutes is $\frac{30064}{1000000} = \frac{4}{5}$ of a week.' (p. 179.) '4 is contained in 8 hundreds 2 hundreds times.' '6 is contained in 24 units 4 units times.' (p. 49.) Ray (*Higher Arith.* p.

37) gives similar statements, but puts *hundreds* and *units* in parenthesis, as if doubtful of the propriety of using them. Why not say '4 is contained in 8 hundred 2 *hundred* times', which is good English and answers all the purposes of the teacher? So, too, '6 is contained in 24 4 times.' In the examples quoted there is a sad confusion of abstract and concrete terms: 6 is contained in 24, or 6 units in 24 units; but we can not say that 6 (abstract) is contained in 24 units (relatively concrete). So in Davies's *University Arithmetic* we find (p. 302) '36 taken 6 *units* times gives', etc.

Such examples of the usage of writers of arithmetics may well cause us to doubt their authority in mathematical language. We will next consider their usage with respect to abstract integral numbers. Here is almost absolute uniformity. In declarative sentences an abstract integral number is always treated as a noun of the singular number. All arithmeticians and algebraists say 2 *is* an even number; 3 *is* an odd number; 5 *is* a prime number; 9 *is* a composite number; 31 *is* contained in 93; 65 *contains* 13; 17 *measures* 102, etc. I have found but a single exception: Warren Colburn's *Intellectual* has on p. 147 '61 *are* 6 times 9', etc. On the same page we find, '30 *is* 6 times 5', and this is his usage. Goold Brown says that if it is correct to say 'two *is* an even number, it is no error to say two *are* an even number.' No one uses such an expression, and Brown defends it only on theory, in order to find fault with Bullions. He says, in the same paragraph, "all actual *names* of numbers calculative, except *one*, are *collective nouns*." He argues that therefore they may have plural verbs. That does not follow: all that can reasonably be inferred is that there is no theoretical objection to the use of a plural verb; but we may find an exclusive use of the singular verb, and on this account the plural may be disallowed. Some of our writers of *Intellectual Arithmetics* use a plural verb frequently, but not always, in questions; thus W. Colburn shifts without any apparent reason: '8 *are* how many times 3?' (p. 33.) '8 *is* 2 times what number?' (p. 72.) '22 *are* how many times 3?' (p. 51.) '8 *is* 4 ninths of what number?' (p. 74.) So Robinson (or rather D. W. Fish, the real author of the *Intellectual Arithmetic* in the Robinson series) shifts about: '64 *are* how many times 8?' (p. 63.) '25 *is* 5 eighths of what number?' (p. 67.) So Davies: '8 *are* how many times 4?' (*Intel. Arith.* p. 41.) '8 *is* 2 thirds of what number?' (p. 112.) So Stoddard: '8 *are* how many times 4?' (*Intel. Arith.* p. 37.) '10 *is* 2 sevenths of what number?' (p. 62.) All of these writers would use the abstract number with the singular verb in a declarative sentence: why should they change in an interrogative sentence?

Even with concrete numbers the writers do not always use a plural verb. Thus Mann & Chase (*Arith. Pract. Applied* p. 348): 'In 128 $\frac{1}{2}$ lb. of water there *is* 14 $\frac{1}{2}$ lb. of hydrogen.' Davies (*Univ. Arith.* p. 196): 'Thirty-six dollars *is* an effect; and \$44 *is* also an effect.' (*School Arith.* p. 173.) '12 inches *is* contained', etc. Thomson (*Higher Arith.* p. 131): '3 $\frac{1}{2}$ bbls. *is* $\frac{1}{3}$ of 10 bbls.' Warren Colburn (*Algebra*, p. 164): '2 years and 3 months *is* 2 $\frac{1}{4}$ years.' Perkins, as cited above: '15 francs *is* equal', etc. Ray (*Higher Arith.* p. 152): '3 ft. *is* contained', etc. Robinson, cited above: '8064 minutes *is*', etc.

Fractional expressions resemble concrete numbers; and writers on arithmetic frequently make use of the similarity for illustration; thus D. P. Colburn: ' $\frac{8}{9} - \frac{5}{9} = \frac{3}{9}$, just as \$8 - \$3 = \$5.' We should then expect fractional expressions to follow the law of concrete numbers: that is, when a fraction having for its numerator any number greater than one is the subject of a verb, its verb should be plural. But such is by no means the usage. On this point, as on the others, usage is divided, but the preference seems, in a large majority of cases, to be given to the singular verb. We cite instances without special reference: whoever will consult the books named in this article can find abundant verifications. Robinson: '324 fifteenths *are*' — '3 fourths *is*' — ' $\frac{3}{13}$ *is*' — ' $\frac{2}{5}$ equal $\frac{8}{20}$ ' — '3 fourths of sixteen *is*' — ' $\frac{4}{27}$ *is*', and in the same line, ' $\frac{4}{9}$ *are*' — ' $1\frac{5}{6}$ *are*', and in next line, ' $\frac{1}{6}$ *is*'. Warren Colburn: ' $\frac{2}{3}$ *is*' — ' $\frac{7}{5}$ *are*' — '2 thirds of any number *is*' — ' $\frac{2}{3}$ of 100 *is*' — ' $\frac{3}{6}$ *is*' — ' $\frac{2}{3}$ of 18 cents *are*', etc. Mann and Chase: 'Five-eighths of a certain number *exceeds*' — ' $\frac{3}{7}$ of $\frac{5}{9}$, of which *exceeds*' — ' $\frac{7}{15}$ reduced to a decimal *gives*', etc. Davies: 'Three-fourths of an ounce *is* equal' — ' $\frac{20}{3}$ divided by $\frac{2}{7}$ *is* equal' — ' $\frac{4}{5}$ *is* contained' — '5 eighths of a yard of cloth *costs*', etc. Thomson: ' $\frac{2}{3}$ *is* 2 times $\frac{1}{3}$ ' — '3 thirds make a whole one' — ' $\frac{3}{5} \frac{5}{5}$ of \$240 *is*'; on next page, '5 sevenths *are*' — ' $\frac{5}{18}$ of the field *requires*', etc. Ray: '2 thirds *is*' — ' $\frac{10}{6}$ equals' — ' $\frac{10}{7}$ *is* not equal' — '5 fifths *make*' — '2 thirds of 4 fifths *is*', etc. Perkins: ' $\frac{5}{8}$ *is*' — ' $\frac{4}{7}$ has been multiplied' — ' $\frac{3}{4}$ of $\frac{7}{11}$ *is*' — ' $\frac{2}{23}$ of a pound *is* less' — ' $\frac{10}{12}$ of $\frac{2}{7}$ of 18 days *are* required', etc. Dana P. Colburn: ' $\frac{2}{12}$ *is* contained' — ' $\frac{3}{4} + \frac{1}{8}$ no more equals $\frac{4}{4}$ ' — ' $\frac{2}{7}$ *are* contained' — ' $\frac{2}{7}$ *is*' — ' $\frac{7}{11}$ of a cask of oil *is* 143 gallons' — in a question we find ' $\frac{8}{9}$ of a yard of silk *cost*', in the solution, ' $\frac{8}{9}$ of a yard of silk *costs*'.

It will be seen that there is no uniformity; but our impression is that in at least seven-eighths of the examples that we have seen in making our examination of text-books the authors prefer the singular verb. Warren Colburn seems to prefer the plural verb, but very often uses the singular.

If we sum up the results of our citations and investigations we must say that there is no uniformity of usage, but that *abstract numbers, whether fractional or integral, are generally used as nouns in the singular number, and take a singular verb when they are used as nominatives.* If this statement be accepted as the practical rule of the language, it will have considerable bearing upon the question whether we *ought* to say '6 times 8 *is* 48', or '6 times 8 *are* 48'; but it will have little to do with the actual usage.

When we test usage, as before, by reference to text-books, we shall find that there is no uniformity. The preference of writers is for *are*, though they seem to take the word *times* as the subject of the verb, and appear to prefer *are* under the influence of that notion, which is certainly a wrong one. Warren Colburn takes the lead in the use of *are*, using it, as we saw, even contrary to all other usage, as the verb after an abstract number,—'61 *are*', etc. But he some times uses *is*, as do all others whose works I have examined.

Warren Colburn: '2 times 1 third *is* 2 parts'—'7 times $\frac{1}{3}$ *is* $\frac{7}{3}$ '; in next line, '4 times 1 half *are* 4 halves'—'4 times $2\frac{2}{3}$, which *is* $10\frac{2}{3}$ '. Observe that *which* stands for '4 times $2\frac{2}{3}$ ', and the construction, so far as the verb is concerned, is the same as if he had written '4 times $2\frac{2}{3}$ *is* $10\frac{2}{3}$ '. 'Twice your age *is* equal'—'*cd* times *3ab* *is* 3 times as much'—'*2a* times *3bc* *is* *6abc*'—'*2x* *is* more'—'*3x* *are* 267'—'*3x* *is* not so much', etc. Dana P. Colburn (generally uses *are*): '46.67 times 3 dollars, which *is*'—'4 times 82 pecks, which *are*'—'6 times the number '*b*' (*i. e.* 6 times 1486) *equals*'—'439 times 4 fourths, which *is*'—'14 times this *is* .0229978'—' $\frac{3}{4}$ times 865, which *is*'—' $\frac{49}{4}$ multiplied by 1 *equals*'—'8 times $\frac{9}{8}$ of a furlong, which *is* $7\frac{1}{8}$ furlongs'—' $4\frac{1}{2}$ a certain number *equals*', etc. Ray (generally uses *are*; but in explaining the signs +, —, ×, ÷, and =, says '4×5 *equals* 20'; '3+5 *equals* 8'; '7—4 *equals* 3'; '20÷4 *equals* 5'; 'the sign = read *equals*, or *is* equal to): '3 times 2, which *is* 6'—'twice 6 *is*'—'twice 15 *equals* 30'—'\$8, which *is* 8 times the cost'. If it were fair to interpret every instance of his use of the sign = by his directions, he would be found largely in favor of the singular verb. Perkins: in defining, he says, '6×2, which *is* read six multiplied by two, *equals* twelve'; we find in his *Higher Arithmetic* but few instances in words; on p. 28 we read, '7 times the least multiple of 4, 5, etc., *is* the least multiple', etc. Mann & Chase: '5 times a certain number *is* equivalent.' Davies (generally uses *are*): '4 times 36 *is* 144'—'3 times $\frac{4}{35}$ *is* $\frac{12}{35}$ '—'5 times 3 *are* 15'—'4 times 15 *is* 60'—'36 times $\frac{1}{45}$ of 27 lbs., which *is* $1\frac{2}{5}$ lbs.' Thomson (generally uses *are*): '5 times as much, which *is* \$45'—'2 times 4 *is*'—'2 times 6 *is* contained'—

'twice that divisor *is*', etc. Stoddard (uses *are* almost universally): '5 times a certain number—12 *is* 48.' Robinson (uses *are* mostly): '3*a* times 4*b* *is* 12*ab*'—'3*a* times 5*a*² *is* 15*a*³'—'3 times 10 *is* contained'—'3 times 10 *is* 30'—'4 times 6 *is* 24'—'5 times $\frac{2}{3}$ of a certain number *is*'—'four times a certain number *is* 6 greater', etc. In explaining the sign \times , he says, ' $9 \times 6 = 54$, is read 9 times 6 *equals* 54'. We might repeat the remark respecting Ray, as above. Day's Algebra: '3 times 5 *is* equal'—'3 times *a* into *b* *is* 3*ab*'.

We find the usage to be '6 times 8 *are* 48', while all writers use the other expression occasionally. It is plain that in '6 times 8 are 48' the grammatical subject must be 8, or *times*, or 6 times 8. If the nominative to the verb is the phrase '6 times 8', the verb should be singular, as when we say '6 times 8 is a phrase'. A phrase is never used as a plural nominative. The logical subject is '6 times 8', but the grammatical subject, or nominative, is always that word or term of the logical subject upon which all other words depend in construction; unless the logical subject is a proposition, in which case there is no such term. We must therefore find the basis term of '6 times 8', and we shall have our true subject or nominative. *Six* modifies *times*. Is *times* the subject? We believe that most arithmeticians have thought so. Robinson, Warren Colburn, Stoddard, Davies, and Ray, all say 'two times one *are* two', or ask a question equivalent, 'two times one are how many?' Now if they take '*one*' to be the nominative, they would make the verb singular, as '*one*' is certainly singular. Davies says, 'once 4 *is* how many?' plainly finding his nominative implied in *once*, equivalent to 'one time', which, however, Gould Brown pronounces puerile. Dana P. Colburn wrote under an impression that '*times*' is the nominative; else he would not have written 'as many shillings as there are times 12d. in 59d.', and other sentences of the same construction. But it is easy to see that *times* is not the nominative to the verb. In other languages it is adverbial: in Latin, Greek, German, and Dutch, the corresponding word is an adverb; in Spanish, French, Italian, Portuguese, Danish, and Swedish, nouns are used, but adverbially, as we use '*times*' when we say '2 is contained in 10 five times'; some may object to our saying it is used adverbially; we do not care for the term; in our last example '*times*' limits or modifies '*is* contained'; and in '6 times 8' it limits or modifies 8, as Brown says, or it limits some such word as *taken* (understood), which is Bullions's view; and to this latter view we give the preference. Brown and Bullions, the only grammarians known to us who have noticed the phrase, agree that *times* is in the objective case. '*Times*' is then not the nominative, and all sentences

framed with that notion are incorrect unless they can be otherwise vindicated.

But we have shown that the arithmeticians have written with such a notion, and have framed indefensible sentences under its influence; it follows, then, that their use of the plural verb should carry no weight of authority; from Warren Colburn down they have blundered, and continue to blunder. This conclusion, however, does not warrant us in saying, with Bullions, that the plural verb is incorrect; we only say that the predominant use of it by arithmeticians is founded in error, and carries no weight of authority; and that they are not to be imitated longer unless some other reason can be given for the use of the plural verb.

'Six times 8 is (or are) 48': *eight* is the nominative to *is* or *are*. Brown, as cited above, says that *eight* is a collective noun, and as such must take a plural verb: all that he is entitled to say is that it *may* take a plural verb. But on this point usage is against him. We have shown that our arithmeticians agree in treating abstract numbers as nouns in the singular number; every body so uses them; and such a sentence as Brown approves — 'two *are* an even number' — is used by no one. His pompous dogmatism can not avail to support such expressions. We do not even admit his statement that numbers taken as names are collective nouns, which may, at the pleasure or habit of the speaker, be conceived of as singular or plural. The view is not supported by any examples; it is only his theory and his *ipse dixit* to maintain it. On the contrary, we claim that abstract numbers are properly nouns in the singular, and can all have regular plurals; one, ones; two, twos; five, fives; ten, tens; one-hundred, one-hundreds; two-hundred and four, two-hundred and fours; 'six eights are 48', etc. The few instances in which numbers apparently abstract are used as plurals either are errors, or some noun is understood which will make them concrete numbers. The usage in foreign languages does not govern our own, though it may illustrate it: Brown quotes the Latin of Cicero, 'Si his bina, quot essent, didicisset', in which the verb is plural; the French say, 'trois fois trois font neuf', three times three *make* nine: but the German, which is more nearly related to our language than French or Latin, is 'sechsmal acht ist acht und vierzig'; six times eight *is* eight and forty.

It will be seen that to explain and parse the expression '6 times 8 is (or are) 48', as J. W. P. does, by putting another sentence in the place of it, though plausible, proves nothing. We are not inquiring about '6 eights are 48', or 'the sum of 6 times 8 is 48'. No one questions the correctness of those sentences, nor do they help us.

To sum up: Brown and Bullions agree that 'times' is not the

nominative; they agree in condemning such sentences as '3 times 1 are 3'; they agree that the multiplicand is the nominative; they differ about the verb, Brown maintaining that when the nominative is other than 'one' the verb should be plural; Bullions maintaining that an abstract number is a noun in the singular, and requires a singular verb. We think we have shown that Bullions is right in theory, that the arithmeticians have a contrary usage only through a great mistake, and that we all ought to say 'six times eight is forty-eight'.

Q. Q.

IRVING'S HABITS OF WRITING.

THEODORE TILTON, of the *Independent*, gives a sketch of a visit to the venerable Washington Irving a short time previous to his death. In the course of their conversation, Mr. Irving gave the following account of his habits of writing.

He spoke of his daily habits of writing, before he had made the resolution to write no more. His usual hours for literary work were from morning till noon. But, although he had generally found his mind most vigorous in the early part of the day, he had always been subject to moods and caprices, and could never tell, when he took up the pen, how many hours would pass before he would lay it down. "But," said he, "these capricious periods of the heat and glow of composition have been the happiest hours of my life. I have never found in any thing outside of the four walls of my study any enjoyment equal to sitting at my writing-desk with a clean page, a new theme, and a mind awake."

His literary employments, he remarked, had always been more like entertainments than tasks.

"Some writers," said he, "appear to have been independent of moods. Sir Walter Scott, for instance, had great power of writing, and could work almost at any time; so could Crabbe, but with this difference: Scott always, and Crabbe seldom, wrote well. "I remember," said he, "taking breakfast with Rogers, Moore, and Crabbe; the conversation turned on Lord Byron's poetic moods; Crabbe said that, however it might be with Lord Byron, as for himself he could write as well at one time as at another. "But," said Irving, with a twinkle of humor at recalling the incident, "Crabbe has written a great deal that no body can read!"

He mentioned that while living in Paris he went a long period without being able to write.

"I sat down repeatedly," said he, "with pen and ink, but could invent nothing worth putting on the paper. At length, I told my friend Tom Moore, who dropped in one morning, that now, after long waiting, I had the mood, and would hold it, and work it out as long as it would last, until I had wrung my brain dry. So I began to write shortly after breakfast, and continued, without noticing how the time was passing, until Moore came in again at four in the afternoon — when I had completely covered the table with freshly-written sheets. I kept the mood almost without interruption for six weeks."

I asked which of his books was the result of this frenzy; he replied, "Bracebridge Hall."

"None of your works," I remarked, "are more charming than the Biography of Goldsmith."

"Yet that was written," said he, "even more rapidly than the other." He then added:

"When I have been engaged on a continuous work, I have often been obliged to rise in the middle of the night, light my lamp, and write an hour or two, to relieve my mind; and now, that I write no more, I am some times compelled to get up in the same way to read."

Some times, also, as the last Idlewild letter mentions, he gets up to shave!

"When I was in Spain," he remarked, "searching the old chronicles, and engaged on the Life of Columbus, I often wrote fourteen or fifteen hours out of the twenty-four."

He said that whenever he had forced his mind unwillingly to work, the product was worthless; and he invariably threw it away, and began again; "for," as he observed, "an essay or chapter that has been only *hammered out* is seldom good for any thing. An author's right time to work is when his mind is aglow; when his imagination is kindled: these are his precious moments; let him wait until they come, but when they have come let him make the most of them."

It is of no advantage to man to know much, unless he lives according to what he knows; for knowledge has no other end than goodness; and he who is made good is in possession of a far richer treasure than he whose knowledge is the most extensive, and yet is destitute of goodness; for what the latter is seeking by his great acquirements the former already possesses.

Swedenborg.

COMMENTS ON THE SCHOOL-LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 Springfield, Ill., June, 1860. }

Continuing Schools.—Directors are authorized, and required when necessary, to levy a district tax which, together with the public funds, shall be sufficient to establish and maintain a free school for at least six months in each year. To levy this tax no vote of the people is necessary. In estimating the amount required to meet all the expenses of the school, and in fixing the rate per cent. necessary to realize such amount, the Directors are bound, in good faith, to take as the basis of their calculations the expenses of a school for *six months and no more*, and to aim, as near as practicable, to have the net proceeds of the assessment correspond with the estimates.

Knowingly to certify a rate that will yield a revenue adequate for eight or nine months' school, while pretending to provide for six months only, is in conflict with the manifest intention of the law restricting the taxing power of the Directors, and can not be justified upon any sound principles of official integrity. But it often happens that the proceeds of the most fair, honest and reliable assessment which the Directors can make largely exceed the actual expenses of a six months' school. The question then arises: What shall be done with this surplus; can the Directors use it to extend the term of school *beyond* six months, without a vote of the people? That this question should be answered in the *affirmative* will be apparent from a very brief examination of the subject. All that the *law demands* is a *six months'* school. When this requirement is fulfilled the *statute is satisfied*. No provision of the act is at all restrictive of the right of each district to have a school as much *more* than six months as it chooses, provided, that if a *tax* is necessary to continue the school the *people* must vote it. In many districts the public funds—State, County and Township—are sufficient to maintain a school the entire year, without any district tax at all. No one can doubt that the Directors of such districts may, *as Directors*, without a reference of the subject to a popular vote, extend the term of school to eight, ten or more months, at their option.

Now, in the case under review, the *surplus* must be regarded as subject to the disposal of the Directors, just the same as if it were a part of the State or County fund; for, in consenting to a specified tax for a six months' school, the people simply expressed their willingness to pay a certain sum of money, and, by inference, their unwillingness to pay any more: they did not, by their vote, mean to say that they *did*

not want a school more than six months ; that question was not in issue at all. On the contrary, many citizens, in voting for a six-months'-school tax, regret their inability to do more for schools, and are *gratified* to know that the sum actually realized is sufficient to extend the term beyond six months.

Whenever, therefore, the actual proceeds of a tax, *estimated and levied, in good faith, for a six months' school*, do, from any cause, exceed the requirements of said six months' school, it is competent for the Directors, at their discretion, to use the surplus for the purpose of continuing the school ; no vote of the people is necessary. In the exercise of this right, the Directors may either extend the term until the surplus in their hands is exhausted, and no longer, thus making the school absolutely free, to the end ; or, they may continue the school for a longer period, and make up the deficiency by a rate-bill, to be paid by the actual patrons of the school. It may be objected to the latter course that the rate-bill might exclude some who have a just and equal claim to the benefits of the surplus tax-fund ; but the instances must be few in which the slight additional charge would be deemed burdensome : none such have yet been reported to this office. The Directors, in choosing between the above-named methods of procedure, will, of course, be governed, to some extent, by the particular circumstances and known wishes of the community.

Section 42 — last clause.— The point has been raised, whether a Board of Directors may lawfully employ *the wife* of one of their number as teacher ; whether it would be in conflict with the principle that 'no Director shall be interested in any contract made by the board of which he is a member'.

One of the Directors would certainly be *interested* in such a 'contract' as the above, but not in the sense and manner prohibited by statute ! There is no *legal* impediment whatever in the way of such a transaction.

Townships in which only a part of the Districts have complied with the law.— It is the policy of the State to encourage the establishment and maintenance of a good free school in every school-district of the Commonwealth. To this end, the benefit of the public money is pledged to each district that complies with the law ; and, as an inducement not only to have a school, but a full school, one-half of the public fund of each township is apportioned to the districts according to the days' attendance certified in the schedules. On the other hand, the State extends no aid to those districts which refuse to comply with her just and reasonable demands : a failure to sustain a six months' school involves the forfeiture of all claim to the public school-fund.

While, therefore, the system incites to diligence and faithfulness by substantial rewards to the deserving, it is armed with adequate penal authority against those districts which fail or refuse to comply with the prescribed conditions. All experience has proved that both of these constituent elements are essential to the efficiency, if not to the existence, of all statutory enactments; and hence, both are to be found in all similar codes.

If *all* the districts in a given township are able to report a six months' school, then *all* participate in the distribution of the public funds, upon the basis prescribed in the 34th section. If only a *part* of the districts comply with the law, then *that part only* are included in the distribution made by the Trustees, receiving all that would have been apportioned to the other districts, but which they forfeited by neglect. It occasionally happens that only a *single district* in a whole township has had a six months' school according to law. In such a case, *that district is legally entitled* to the whole distributive fund of the township. The law is imperative upon this point: the Trustees and Treasurer have no discretion in the premises. All the money on hand in April and October (except commissions, etc.) *must* be apportioned to the districts (Sec. 34); but no district failing to maintain a school as required by law can receive any money at all, either upon census or schedule. It necessarily follows that if but one district has complied with the law, that one district is entitled to and must receive the whole amount subject to apportionment. This may be regarded by some as unreasonable and unjust; but it is not our province, *as school officers*, to discuss the merits of the law, but simply to know that it *is* law, and to govern ourselves accordingly. It is not, of course, intended by this to admit that the rule of the law under examination *is* either unjust or unreasonable. Trustees, in such cases as the above, have proposed, in some instances, to pay off the schedules of the one district, and add the remainder of the funds to the principal of the township fund. This, of course, they can not do. Let every district be faithful in the discharge of all its legal obligations, and there will be no occasion to complain of the law.

Errata.— Rules 3 and 7, pages 47 and 48 of my late circular, cover the same ground: Rule 3 should have been omitted.

On page 56, the 9 was *inverted* in a part of the edition, making me responsible for the crime of calling teachers and pupils to the school-room at 6 o'clock in the morning! which, during a part of the year, would be an hour before daylight! The blunder was corrected as soon as discovered.

On the sixth page, in answer to the question: "Can the clerk of a

Board of Trustees legally act, at the same time, as District Treasurer?" the types have made me say: "*He can*." It should be: "*He can not*." The language of the 32d section of the law is: "Said Board (Trustees) shall organize by appointing one of their number president, and some person, who shall not be a *Director*, or member of the Board, Township Treasurer, who shall be an *ex-officio* clerk of the Board."

"AMERICAN INSTITUTE OF INSTRUCTION."

I am very desirous to obtain a complete set of the annual volumes of the above Association. Many of the earlier volumes are now out of print. I will cheerfully pay any reasonable price, and acknowledge a lasting debt of gratitude in addition, to any friend of education who will send me, or inform me where I can obtain, any one or all of the volumes for the following years, viz: 1890, '91, '92, '93, '94, '95, '96, '99, '40, '41, '43, '44, '49.

NEWTON BATEMAN, Sept Public Instruction.

CHILDREN'S TEMPER.—Bad temper is oftener the result of unhappy circumstances than of an unhappy organization; it frequently, however, has a physical cause, and a peevish child oftener needs soothing than correcting. Some children are more prone to show temper than others, and some times on account of qualities which are valuable in themselves. For instance, a child of active temperament, sensitive feeling, and eager purpose, is more likely to meet with constant pain and rubs than a dull, passive child; and if he is of an open nature his inward irritation is immediately shown in bursts of passion. If you repress these ebullitions by scolding and punishment you only increase the evil, by changing passion into sulkiness. A cheerful, good-tempered tone of your own, a sympathy with his trouble whenever the trouble has arisen from no ill conduct on his part, are the best antidotes; but it would be better still to prevent beforehand, as much as possible, all sources of annoyance. Never fear spoiling children by making them too happy. Happiness is the atmosphere in which all good affections grow—the wholesome warmth necessary to make the heart-blood circulate healthily and freely; unhappiness, the chilling pressure which produces here an inflammation, there an excoriation, and, worst of all, 'the mind's green and yellow sickness—ill temper'.

Exchange.

M A T H E M A T I C A L .

PROBLEM II, February number (p. 60).—"Two persons, 40 miles asunder, start simultaneously to meet. The speed of one per hour always equals in miles the distance over which he has passed; the speed of the other is uniformly 3 miles per hour: in what time will they meet?" PUPILLUS says, "Let x =hours required; then, by conditions given, $x^2 + 3x = 40$, and $x = 5$ hours. The first goes 25 and the second 15 miles. He adds, "This solution is based on the supposition that this is an algebraic problem. Taking into consideration the exact wording of the question, we find that the words 'always' and 'uniformly' should be omitted, if it is such. As it reads, it seems to me to require the calculus for its solution." As the proposer meant it, it requires the calculus. Here is TYRO's own solution: "The velocity of one of the travelers is variable, and always equal to the square root of the distance traveled. Put $a=40$, $b=3$, and x =the distance of the variable traveler: then we have, by denoting the time by t , $dt = \frac{dx}{\sqrt{x}}$; by integration, $t=2\sqrt{x}$. Again, $t=\frac{a-x}{b}$: hence, $\frac{a-x}{b}=2\sqrt{x}$. This equation gives $a-x=2b\sqrt{x}$. $\therefore x=16$. Therefore, $t=\frac{40-16}{3}, =8$ hours."

PUPILLUS calls our attention to an error on page 60, in the solution accompanying the diagram: the denominator of the algebraic fraction should be 4, not y .

No body yet ventures upon a plain practical question on page 70 of the February number: will not some of our readers try it? or is it too easy?

PROBLEMS.—I. A body of soldiers can be formed into a solid square: if 5 be taken away, the remainder can be formed into 61 squares. How many are there?

J H. B.

II. (From *Gray's Philosophy*.) An elastic ball A, weighing 10 lbs. and moving 20 feet per second, meets a similar ball B, weighing 5 lbs. and moving 5 feet per second in the opposite direction: what will be the velocity of each after impact? (The correctness of Gray's answer is denied.)

H. S.

QUERIST asks the following: "Will the product of two numbers in the decimal notation be equal to the product of the same numbers reduced to some other scale (as the quinary), multiplied, carrying according to said scale, and then brought back to the decimal notation?"

EDITOR'S TABLE.

POOR PAY—POOR TEACHING.—We know of districts where teachers receive \$2 a week and *board around*, and we know of one where a teacher gets \$2 a week and *boards herself*. We are sorry to hear of such payment of wages, but regret still more to learn that the teacher in the instance referred to last probably receives all she is worth. What kind of education do our people expect to get for such a price? They pay muscular girls more for handling inanimate mops and earthen ware. Are children's minds deserving of no more careful handling or skillful treatment than a peach-tree or a rose-bush? Yet we hardly think these will be properly set and trained by cheap laborers. Let us have teachers fit for their business, and then pay them for their work. Moreover, let no able-bodied girl who can earn but \$2 per week 'keeping school' be too proud to earn more *keeping house*. Sewing and teaching are often said to be all there is for a woman to do. We know better; and we know that that idea keeps a great many poor teachers on the list of applicants for situations.

THE GREAT EDITORIAL EXCURSION.—The managers of the Baltimore and Ohio Railroad have sent to all western editors, including the one who writes these lines, a complimentary excursion ticket, which enables the holder to travel at any time between April 15th and June 15th by that road to Washington and Baltimore, and by steamers to Mt. Vernon. The western railroads which have connection with the B. & O. R. R. join in the arrangement. We have once before passed over this road, and have seen something of the beautiful and grand scenery which distinguishes it; and we hope before we write items for July to have taken advantage of the liberality of the company, and to have visited the capitol of the nation and the tomb of Washington.

THE STATE SUPERINTENDENCY.—Newton Bateman was nominated in the Republican Convention on the first ballot by a very heavy vote, there being really no opposition, properly so called. A gentleman from the Fourth Congressional District nominated him in the name of the delegates from that district as their unanimous choice; and when in calling the roll the first county of the Eighth District (Bond) was called, the whole delegation from that district rose and announced that they voted for him unanimously. Such testimonials of respect and approval are very gratifying to Mr. Bateman and his friends.

But another convention (perhaps conventions) is yet to be held, and the selection of a Superintendent is to be thrown into the boiling caldron of a fierce political contest. It is not for us to assume the success of any party; and we hope that the Democratic Convention will be as little governed by local considerations in its selection of a candidate as was the Republican, and that they will nominate the best man for the office whom they can find in their ranks; so that in any event the cause of State Education shall suffer as little as may be from change.

LOOK AT HOME!—Our correspondent PUPILLUS seems to think that we must go into the *Blunder Budget*, and sends some corrections. One we have given in our mathematical page. Another is an attempted correction of *Ray's Algebra* p. 192, where it should be "Ans. $\frac{a^5}{a^2+x^2}$ for $\frac{a^5}{a^2-x^2}$ "; it is something very different. He also cites as a blunder our saying 'on the week devoted to editorial labor', in an item on page 186. We do not admit that this is any error; for we know no reason why we may not as well say 'on the week' as 'on the day', which is certainly good English; and Dr. Webster, in his *Unabridged Quarto*, says, "We usually say at the hour, on or in the day, in or on the week, month, or year." See the word *On*, 7th definition.

NATIONAL TEACHERS' ASSOCIATION.—In August last, during the session of the *National Teachers' Association*, held in *Washington, D. C.*, the Board of Directors

Resolved, That the next meeting of the Association be held in *Madison, Wisconsin*, commencing on the second Wednesday of August [the 8th], and continuing four days.

But in view of several considerations, and at the request of members of the Board, and others, members of the Association, it is considered best to change the place of meeting from *Madison* to *Buffalo, New York*.

The third Annual Meeting of the Association will therefore be held in *Buffalo*, on the second Wednesday of August—the 8th,—commencing at 10 o'clock A. M. This change of place is called for by many both East and West; indeed, the proposed change meets the general approbation of all.

The friends of the cause in *Buffalo* extend us a hearty welcome. They pledge themselves that every facility shall be afforded for the business of the Association, and that they will do all in their power to make the occasion one of pleasure and profit. Arrangements will be made with the hotels for a reduction in the price of fare. Ladies will be entertained gratuitously. On the principal lines of travel the usual reduction of fare is expected. It is well known that the city of *Buffalo* is a delightful summer resort, cool and healthy, and that the people are noted for their public spirit and generous hospitality. It will be remembered that *Niagara* is within a few miles of the city, and can be visited at any hour of the day. Arrangements have been made to secure able and popular lecturers. Several important reports and other papers will be presented. The meeting is expected to be one of the most interesting ever held in the country. Particulars given in a few days, in the programme of the meeting.

J. W. BULKLEY, President.

Z. RICHARDS, Secretary.

Brooklyn, April 16, 1860.

NECROLOGY.—KRAITSIR. Dr. Chas. Kraitsir, born in Hungary in 1804, took an active part in the Polish Revolution of 1830, and came to America in 1833. He became a successful teacher, and in 1842 was appointed Prof. of Modern Languages and History in the University of Virginia. He was particularly noted for his attainments in philology, and has published some rather fanciful works on that subject. He died in the month of May. . . . EVARISTE REGIS HUC was born at *Toulouse*, Aug. 1, 1813. At the age of 26 he was ordained a Catholic missionary priest, and started at once for China. Studying the Chinese religions, he became interested in Lamaism, and conceived the idea of penetrating even to the

seat of the Grand Lama at Lha Ssa, or Lassa. This he finally effected, and his history of his wanderings is the best account we have of those countries. He died a few weeks ago, having returned to Europe in 1851 on account of his health. His character was remarkable for simplicity, zeal, and piety. . . . CHARLES W. UPHAM, of Salem, died April 2d, at Buffalo; he was born in 1830. . . . SAMUEL GRISWOLD GOODRICH, known more widely as PETER PARLEY, is dead. He was born at Ridgefield, Ct., Aug. 19, 1793, and died of an affection of the heart, May 9, 1860, in New-York city. He began his career as a bookseller in Hartford. In 1823-4 he visited Europe, and upon his return transferred his business to Boston, where he began publishing his Peter-Parley books shortly. Allibone's Dictionary fills two and a half columns with the list of his works: his last was 'The Recollections of a Lifetime', in 1857. At the end of the list Mr. Goodrich says, "I thus stand before the public as the author or editor of about 170 volumes, 116 bearing the name of Peter Parley. Of these about 7,000,000 of volumes have been sold; about 300,000 are now sold annually." Allibone fills a column (in fine type) with the names of books that have falsely assumed the name of Peter Parley. His was a busy and a useful life, and many a man will give the tribute of a sad thought to the favorite of his childhood.

BLUNDER BUDGET.—A correspondent, writing of articles in our March number, says: "'Errors in School-Books' spoke my experience; for instance, I found it difficult to persuade some of my pupils that there are 128 cubic feet in a cord, because the printer had neglected to put an 8 in some of the books." The book she refers to is Davies's School Arithmetic: in recent editions the error is corrected. PUPILLUS cites the 9th question on p. 207 of Davies's New University Arithmetic: "If 12 tailors in 7 days can finish 14 suits of clothes, how many tailors in 19 days can finish the clothes of a regiment of 494 men?" Pupillus finds the answer given 96; in our copy it is correct, 156.

A correspondent sends us the following: "In Sanders's *Young Ladies' Reader*, p. 373, is the following sentence: 'The old man held one languid arm in his, and that the small tight hand folded to his breast for warmth.' That the sentence is erroneous we doubt not, but we do not think Mr. Sanders entirely to blame for it. We find the same extract (*The Death of Little Nell*, by Dickens) in McGuffey's *New Sixth Reader*, p. 77, with the same sentence. The error probably occurred in consequence of their copying from a cheap edition of Dickens issued by Blanchard & Lea in 1851, which has the same blunder. For correction change 'that' to 'had'.

NOTES AND QUERIES.—(1.) We should say 'corporal punishment', and not 'corporeal punishment.' Corporeal signifies *having a body*; corporal, *relating to body*. This distinction has not always been observed: probably this is one of the instances, such as Trench mentions, in which two similar words have been introduced into the language having at first a common signification; but as the language grows, the tendency to desynonymize the words has changed their meaning. Consult on these words the Worcester Quarto Dictionary, and Goodrich's Synonyms prefixed to the Pictorial Webster. Dr. Goodrich says, "To speak of corporeal punishment is now a gross error."

ED. TEACHER.

(2.) Why do we write LL. D., and not L. L. D.? Ans.: the first word of Le-

gum Doctor is plural, and there are but two words in the phrase; were there three words, two of which begin with L, we should have L. L. D. As it is, the first letter of the symbol is repeated to show that the word symbolized is plural. [See Gould's Edition of *Adam's Latin Grammar*, p. 283.] PUPILLUS.

(3.) Can we assign case to the word *ruler* in Mark v: 35? We can. It is in the possessive case; for the sake of euphony, the sign is transferred to its adjunct, *of the synagogue*. *Certain came from house; from ruler's house*; or more particularly, *from the ruler of the synagogue's house*. See *Murray's Grammar*, Rule X, §4. "A phrase in which the words are so connected and dependent as to admit of no pause before the conclusion necessarily requires the possessive sign at or near the end of the phrase; as: 'The captain of the guard's house'."

PUPILLUS.

(4.) We cut the following from the *Sycamore True Republican*:

QUESTION FOR TEACHERS.—*Mr. Editor*: As nearly as I can learn, on the authority of Webster and the grammarians, the ordinal numbers in our language should be used to express order; *e. g.*, in numbering the page of a book we should say page first, second, third, etc.; also in numbering the members of a class, the same.

But I am told that teachers in this region instruct their pupils to say page one, page two, etc., and numbering in classes to say No. one, No. two, etc. Now why not just as correctly say one page, two page, three page, etc. The authorities referred to make this distinction, viz: the cardinal numbers tell *how many*, and the ordinals tell *which one*.

Hence, if I say I am No. *twenty-one*, I assert that instead of being a single unit, and that the last of the number, I am the *whole twenty-one*.

If there is any authority for the practice, will some of the teachers who follow it be so good as to point out such authority?

REPETITION OF WORDS.—*The Printer* says: "An early number of *Pitman's Reporter* calculates the proportionate use of words in 30,000 to be as follows: the, 1727; and, 1221; of, 1153; to, 864; in, 581; that, 416; is, 366; it, 353; his, 288; with, 278; for, 270; you, 265; he, 258; as, 231; he, 228; but, 203; are, 198; not, 195; have, 193; which, 193; all, 184; from, 184; your, 177; or, 164. This, we, they, my, will, our, him, on, their, at, more, what, me, them, who, etc., taper down from 150 to 100." This computation is, probably, based on a reporter's observation of parliamentary speeches. The proportion of words must vary with the subject and style of the discourse. In the pages of our *Reviews* we find few *yous* and many *wes*.

AGES OF AUTHORS.—The following are the names of some living English writers: James Hannay, 32; Julia Kavanaugh, 35; Matthew Arnold, 35; Florence Nightingale, 36; Rev. C. Kingsley, 40; Capt. Mayne Reid, 41; Prof. Aytoun, 46; R. Browning, 47; Charles Mackay, 47; Charles Dickens, 47; Thackeray, 48; Tennyson, 49; Fanny Kemble, 49; Sir Archibald Alison, 49; R. M. Milnes, 50; W. E. Gladstone, 50; Hon. Mrs. Norton, 51; Charles Lever, 53; Prof. Maurice, 54; Sir E. Bulwer Lytton, 54; Benjamin Disraeli, 54; Mary Howitt, 55; H. Martineau, 57; Mrs. Gore, 59; Barry Cornwall, 60; T. Carlyle, 64; W. Howitt, 64; Mrs. Trollope, 72; Sir W. Napier, 74; Lord Brougham, 81; Walter S. Landor, 84.

MUTILATION.—Some publishers and some editors have a habit of mutilating the works of authors which they usher into print: it is a bad form of lying. Some of our religious(?) publication societies have plunged deeply into this slough. A beautiful hymn, 'Who is my neighbor?' appearing with omission of a verse referring to the slave in Sanders's Fourth Reader, it was asked whether Mr. Sanders had altered the poem to make his book more acceptable at the South: and Mr. Sanders says he found it as he has given it. We are glad he is not in fault.

EARTHQUAKES AND THE MAGNET.—The Japanese have discovered that a few seconds previous to an earthquake the magnet temporarily loses its power, and have ingeniously constructed an apparatus by which, when the magnet is paralyzed, a weight is detached and a bell rung, giving the alarm. All in the house immediately seek the open air for safety.

SOME RECENT BOOKS.—*A Dictionary of the Bible*; comprising its Antiquities, Biography, Geography, and Natural History. Edited by Wm. Smith, LL.D., Author of the Dictionaries of Greek and Roman Antiquities. [2 vols.] Vol. I, A to Juttah. 8vo. pp. 1176. (Little, Brown & Co. \$5.00.)...*Lingard's History of England*: a new edition, with the author's latest corrections. 13 vols. 12mo. (P. O'Shea. \$10.)...*Letters of Humboldt to Varnhagen Von Ense*, etc. Translated by Fred. Kapp. 12mo. pp. 407. (Rudd & Carleton. \$1.25.)...*Outlines of the First Course of Yale Agricultural Lectures*. 12mo. pp. 186. (C. M. Saxton, Barker & Co. 50 cents.)...*Southey's Poetical Works*. 10 vols. 18mo. (Little, Brown & Co. \$7.50.) A part of their Library of British Poets, edited by Prof. Childs...*Critical and Miscellaneous Essays*. By Thomas Carlyle. 4 vols. 12mo. (Brown & Taggard. \$5.) This is the fine edition recently announced...*Elements of Chemical Physics*. By Josiah P. Cooke, Prof. Chemistry, etc., in Harvard University. 8vo. (Little, Brown & Co. \$3.)...*A Voyage down the Amoor*, with a land journey through Siberia, etc. P. M. Collins, U. S. Commercial Agent at the Amoor River. 12mo. pp. 390. (Appleton & Co. \$1.25.)...*The Pioneers, Preachers and People of the Mississippi Valley*. Wm. H. Milburn. 12mo. pp. 465. (Derby & Jackson. \$1.25.)...*Stories of Inventors and Discoverers in Science and the Useful Arts*. John Timbs. 12mo. pp. 473. (Harper & Bros. 75 cents.)...*A General View of the Rise, Progress and Corruptions of Christianity*. By Richard Whately, Archbishop of Dublin. With a sketch of the life of the author, and a catalogue of his writings. 12mo. pp. 288. (Wm. Gowans.) This is one of Whately's contributions to the *Encyclopedia Britannica*...*History of France*. Parke Godwin. Vol. I. 8vo. pp. 495. (Harper & Bros. \$2.) This volume gives the history of ancient Gaul, and the work will be the best history of France in our language...*A Treatise on Elementary and Higher Algebra*. T. Strong, LL.D., Prof. Mathematics, etc., in Rutgers College. 8vo. pp. 537. (Pratt, Oakley & Co. \$2.)...*Herodotus*. A new version of his history, by Geo. Rawlinson: with copious notes and appendixes, etc. [4 vols.] Vols. II and III. (Appleton & Co. \$2.50 per vol.)...*Lectures on Natural History*: its relations to Intellect, Taste, Wealth, and Religion. P. A. Chadbourne, Prof. Nat. Hist. in Williams College. 12mo. pp. 160. (A. S. Barnes & Burr. 75 cents.)

Appleton's *New American Cyclopedia* has been completed as far as Vol. IX to the title *Jersey City*.

LOCAL INTELLIGENCE.

CHICAGO SCHOOL REPORTS FOR 1860.—These include the report of the President of the Board of Education, Mr. Luther Haven; the report of the Superintendent, Mr. W. H. Wells; the report of the Principal of the High School, Mr. C. A. Dupee; the list of school officers, teachers, and schools; and the Rules of the Board.

From the reports of Mr. Haven and Mr. Wells we gave extracts in our last number. Many topics of interest are spoken of as suggested by the experience of the year now past.

School Property. Value of grounds, \$124,300; of houses, \$211,400; of furniture, \$18,198; total, \$353,898. During the past year a large house has been erected in the southwest part of the city which is large enough to accommodate 1200 pupils, beside furnishing a large hall for music, declamations, etc. We had the pleasure of visiting this building, the Skinner School, last February, and under the polite guidance of Mr. Merriman, its principal, saw its arrangements, and examined its plan and structure. It is an admirable building, and, despite its great cost, will be found to be one of the most economical in the city: it cost \$27,200.

School Accommodations. The present number of pupils to each Primary teacher, on the average, is 77; one year ago it was 81. Mr. Wells wishes to reduce it to 60, and recommends to hire rooms sufficient to effect the reduction.

Head Assistant. By this name is designated a teacher who for a portion of the day takes the desk of the Principal in the Graded Schools, to allow him to visit other rooms without neglect of his own. The Head Assistant also devotes a part the day to the general interests of the school.

Physical Training. In all three of the reports this subject receives attention. Mr. Haven's views we have previously given. Mr. Wells speaks of the pressure which the course of study has upon the health of pupils, and says, "Even in the Grammar Schools, and especially in the masters' divisions, it exists to such a degree as to demand the most careful attention." Mr. Dupee reports that the boys of the High School erected at their own expense a gymnasium, at a cost of more than \$100, and that much benefit has resulted from it.

High School. Mr. Wells reports that the course of study prescribed has been found to overtask the pupils, and recommends that for relief the time of completing it be extended, and suggests that pupils should not be admitted to it under 13 years of age. Mr. Dupee reports the average membership 248; the average attendance 241, or 97.1 per cent.; a great success. 24 pupils have graduated. He advises an extension of the time required for the course: a very considerable diminution of the time devoted to French and German: the adoption of a brief course of study of Latin as a drill exercise for the whole school; and finally an increase of the time devoted to the natural sciences.

Industrial and Evening Schools exist in various parts of city, and are doing much good, sustained by charitable enterprise.

Expenses amount in all to \$83,834.19: dividing this by 6,649, the average number of pupils including the High School, the cost per scholar is found to be

\$12.61 : estimating the High School separately, its cost per pupil was \$45.82 ; and the cost of the other schools was 11.32. In these estimates rent is allowed on the school property, and six per cent. allowed on the use of the furniture.

The reports indicate a healthy and encouraging state of affairs in the chief city of our State, and zeal on the part of officers and teachers.

STATE NORMAL UNIVERSITY.—The Third Annual Visitation of this institution by the State Board of Education occurs on the 28th and 29th of this month. Thursday will be occupied, during the day, by an examination of the several classes, and in the evening by an address before the Literary Societies, from Rev. Thomas Hill, President of Antioch College. Friday forenoon will be devoted to the exercises of the First Graduating Class, and to awarding diplomas.

MR. S. M. CUTCHEON has resigned the Superintendency of the Public Schools of Springfield ; his resignation, however, does not take effect until the end of the present year. The *State Journal* says : " Mr. Cutcheon has made a most admirable Superintendent, giving complete satisfaction to all in the delicate and intricate duties appertaining to his office, and, in common with our citizens, we are sorry he has resigned the position ; but as some other field of labor has presented itself, we wish him success in it, and we are certain, with the ability he possesses, that he will not fail to win it."

THE BOONE COUNTY TEACHERS' INSTITUTE commenced its session on Monday, April 2d, at Belvidere, and closed upon the evening of the following Friday, Mr. J. B. Merwin presiding.

There was a large attendance, and much interest was manifested. The best methods of teaching the various branches of study were carefully discussed ; Mental Arithmetic was presented in a new and attractive light ; the value of globes and outline maps in the study of Geography was clearly shown, and it was thought that map-drawing should be introduced into every school. Various topics in connection with school government were ably discussed.

On Tuesday evening Hon. S. A. Hurlbut addressed the Association in a practical and interesting way. Wednesday evening Hon. Newton Bateman delivered a valuable lecture upon the subject of ' School Government '. On Thursday evening Mr. Merwin favored the Association with a delightful discourse upon ' Our Social Relations '. On Friday evening the exercises closed by a ' sociable ' in the basement of the Presbyterian Church, to which a charm was added by the excellent music of the Belvidere Brass Band.

HANCOCK COUNTY.—The Hancock Co. Teachers' Association met at Hamilton, Monday, April 9. Mr. G. W. Batchelder, the School Commissioner, was the presiding officer and director of the exercises. Class exercises in the usual branches were the principal work of the day time, and were conducted by various teachers. We see Punctuation specially mentioned, and should be glad to see it oftener in the list of exercises at institutes. The *Representative*, from which we make up this notice, specially commends the criticism, which was ably conducted. Addresses were delivered by Rev. Mr. Williams, of Keokuk, on Physical Geography and its Influence upon the Development of the Human Race : by Rev. Mr. Hurd, on Mistaken Aims and Objects with regard to Education : by Dr. Ingersoll, on the Origin of Written Language : by Mr. Brigham, on some subject not named in the report. From 75 to 100 teachers were in attendance, mostly from the western and central parts of the county, with many from the neighboring city of Keokuk. The next session will be held in the fall, probably in the eastern portion of the county.

THE JEFFERSON COUNTY TEACHERS' INSTITUTE held its third session in the town of Rome, commencing on Monday, April 9, and continuing through the week.

The teaching exercises were conducted by the teachers promiscuously, and in a manner which speaks well for the intelligence of Southern Illinois.

The discussions were frequent, and spirited.

A lecture was delivered on Monday night by the Rev. J. W. Lane, subject — 'The Utility of Teachers' Institutes'. The speaker succeeded admirably in illustrating the difference between the ancient foggy school-master and the modern *live* school-teacher, a change legitimately resulting from the workings of such associations.

Essays were read at different intervals, which added greatly to the interest of members and the entertainment of friends.

It being the annual meeting, the following officers were elected for the ensuing year: A. C. Hillman, President; A. P. Whitlow, Vice-President; Recording Secretary, C. C. D. Ham; Corresponding Secretary, C. E. Robinson; Treasurer, Miss Mollie Morrison.

On Thursday evening Prof. W. D. Gunning delivered a masterly address before the Institute, subject — 'The Coming Man'. The address was listened to by a crowded house, with the most profound attention and interest. No eulogy that can be offered can do justice to the address, as it was above any encomium; suffice it to say, however, that it was the effort of a *man* — such as the speaker would have his Coming Man to be.

A goodly list of sound and sensible resolutions were discussed and adopted.

The Institute adjourned, to hold its next meeting in Mt. Vernon, on the 24th day of September next, to commence at 2 o'clock P.M.

A. C. HILLMAN, President.

C. E. ROBINSON, Secretary.

[For the above we are indebted to the Secretary, Mr. Robinson, who says in his letter, "We had a glorious good time, with about fifty teachers in attendance."]

LEE COUNTY TEACHERS' INSTITUTE convened at the Union School-House, Amboy, April 3d, P.M. Rev. O. Springstead, of Lee Center, was elected Chairman, and C. A. Wall, of Amboy, Secretary. The following is the report of the exercises:

On Tuesday an exercise in Reading, conducted by C. A. Wall, of Amboy; Geography, Miss H. N. Tucker, of Amboy; Grammar, Jas. Gow, of Dixon; Spelling, A. M. Gow, of Dixon. In the evening the Association listened to a thoughtful lecture from Prof. Stone, upon 'Legacies of Knowledge'.

On Wednesday A.M., exercise in Reading, A. M. Gow; Notation, O. Springstead; Writing, with an Essay, M. E. Martin, of Dixon; Square Root, E. Cook, of Chicago. In the afternoon, drill exercise in Reading, J. K. B. Clayton, of Amboy; a fine essay by Mr. Stephen Springstead, of Binghampton, subject — 'Mathematics'; exercise in Geography, A. M. Gow; discussion upon the subject 'How shall we best adorn and improve our school-houses?' In the evening an address by J. H. Blodgett, of Mendota; theme, 'How shall we Teach?'

On Thursday morning, April 5th, the School Commissioner, Mr. Monroe, who had been hitherto absent, arrived and took the chair. Forenoon exercises were opened with reading the Scriptures, singing, and prayer by the Rev. H. L. Martin, of Amboy. Dixon was chosen as the next place of meeting. Exercise in Reading, Miss Mitchell; Arithmetic, Mr. Blodgett. In the afternoon a drill in Cube Root, Mr. Cook; Grammar, J. C. Barker; essay on the Teacher's Profession, Jas. Gow; discussion upon the question 'How shall we prevent School Scandal in our community?' Mr. Blodgett solicited subscriptions for the *Illinois Teacher*; Mr. Clayton acted as agent for the *Northwestern Home and School Journal*. In the evening the Association convened at the Baptist Church. Some pleasant and appropriate remarks were made by Messrs. Wright and Monroe, and Mayor Wyman. Report of the Committee on Resolutions was received and adopted, including, beside a vote of thanks to R. H. Mellen, Prof. Stone, and others, the following:

Resolved, That our educational journals, the *N. W. Home and School Journal*, edited at Chicago by Prof. J. F. Eberhart, and the *Illinois Teacher*, which last contains the decisions of the State

Superintendent of Public Instruction, are both worthy our support, and demand our influence and our money, and we urge their better support.

The session closed by a delightful social gathering at the house of Mr. John C. Jacobs.

PIKE Co.—According to previous notice, the Association met in New Hartford, on Friday evening, April 27th, 1860.

Rev. Mr. Kinne delivered a very able and instructive address, which was attentively heard by the teachers present and a good congregation of people. It was felt that the address did good.

A vote of thanks was given by the teachers and people to Mr. Kinne for his address. After remarks from Messrs. Chamberlin, McClintock, and others, the Association adjourned till Saturday morning at 9 o'clock.

Association reassembled at 9 A.M. The Secretary being absent, D. L. Freeman was appointed Secretary *pro tem*.

Reports were delivered in regard to several schools.

The subject of an Institute was taken up, and Messrs. Shastid, Chamberlin, and Freeman, were appointed a committee to secure a competent conductor for the Institute, and make all necessary arrangements in regard to the time, place and manner of holding the next Institute.

The Association adjourned, subject to the call of the officers for another meeting, and with the understanding that all the teachers in the county ought to attend the Institute.

Pike Co. Journal.

KNOX COUNTY.—The Teachers' Institute of Knox county met in Galesburg, April 12th, pursuant to appointment, at 10 o'clock A.M. The meeting was organized by electing Prof. Hamill Chairman, and E. C. D. Robbins Secretary, *pro tem*. Mr. Collyer opened the exercises with prayer. Committees were then appointed on the reception of teachers from abroad and on resolutions. The remainder of the hour was spent in discussing the means of securing punctual and regular attendance at school. The class in History was then called, and Mr. West chosen to conduct the exercise. Adjourned, to meet in the Academy at 1½ o'clock P.M.

Afternoon.—Prof. Churchill was chosen to conduct the class in Composition. He thought that Composition was too much neglected in the common schools. He had tried the plan of requiring all his pupils to spend twenty minutes every morning in composing and reading a short exercise upon some topic previously suggested, with the happiest results.

An exercise in Bookkeeping by Mr. Wells, and in Written Arithmetic by Prof. Churchill, with a ten minutes' recess, occupied the time till adjournment.

Evening.—Prof. Churchill in the chair. The Institute went into the consideration of various topics relating to the discipline and internal regulation of schools. A strict adherence to a regular programme of recitations was considered essential. The Institute expressed its disapprobation of the system of stimulating diligence in pupils by awarding prizes to the most proficient. Mr. Knapp urged the propriety of keeping a record of each scholar's recitations, in numbers. The members generally took a part, and much interest was manifested.

Friday, April 13.—Prof. Churchill in the chair. Rev. Mr. Barnard opened the exercises with prayer. The class in Orthography was called, and ably conducted by Mr. Knapp. Mrs. Grose conducted the class in Penmanship. Prof. Churchill followed with an ingenious and interesting explanation of the best methods of teaching Written Arithmetic.

Afternoon.—The class in Grammar was conducted by Prof. Dickinson. Many opinions on the various topics embraced in that department were elicited, and an opportunity for a more extended discussion on the subject was desired. P. H. Sanford was chosen to conduct the exercises in Geography. He considered Outline Maps and Globes indispensable to a proper course of instruction in this branch of study. Pupils should be required to construct maps of their own district, county, state, and indeed of every division of the globe. The hour following was spent in quite an animated discussion of various idiomatic peculiarities in the structure of the English language.

Evening.—Mr. West was elected Chairman *pro tem*. Profs. Standish and Thompson, P. H. Sanford, and others, addressed the assembly in their usually happy manner. The majority of the speakers regarded a phonetic representation of the English language as very desirable and worthy of our serious attention. The exercises were then changed into a very pleasant social réunion.

Saturday, April 14.—Prof. Churchill in the chair. Prof. Dickinson opened the exercises with prayer. Prof. Standish conducted the class in Mental Arithmetic. He insisted upon a complete and systematic analysis of each question by the pupils. After recess, Prof. Hamill explained his method of teaching pupils to read. They should be taught to express thoughts correctly, as well as to pronounce words. Above all, he insisted upon the acquisition of a full, pure tone of voice, as the *sine qua non* of a good reader or speaker.

Afternoon.—Prof. Comstock conducted the class in Algebra. The hour was spent in discussing the best method of explaining to a class of pupils some of the more difficult principles of the science. Mr. J. H. Knapp read an essay before the Institute, entitled 'A few Thoughts for Teachers'. The following resolutions, among others, were adopted:

Resolved, That we consider Outline Maps and Globes essential to a proper course of instruction in Geography, and that every school in the county ought to be furnished with them.

Resolved, That no teacher should so degrade himself and profession as to set the example to pupils of using tobacco or intoxicating drink in any form.

Resolved, That we regard the plan of introducing a phonetic representation of the English language, in place of our present cumbrous style, with approbation, as an advance in the path of real progress.

The Committee on Programme were instructed to engage two persons to discuss the merits of the Phonetic Reform, pro and con, at the next meeting of the Institute. On motion of Mr. West, a copy of the essay read by Mr. Knapp before the Institute was requested for publication. The Secretary was instructed to have the minutes of the session published in the county papers and in the *Illinois Teacher*. It was resolved to hold the next session of the Institute in the town of Oneida.

Adjourned.

E. C. D. ROBBINS, Secretary *pro tem*.

GEO. CHURCHILL, President.

For a copy of the paper containing the proceedings we are indebted to the Secretary. We have condensed the report, which was not easily done, as there was little that could be spared and the proceedings were more than usually interesting.

MADISON COUNTY.—The Madison County Educational Association held its semi-annual meeting at the chapel of Shurtleff College, Upper Alton, during the first week in April. The attendance was large, and the exercises interesting and profitable. About fifty teachers were enrolled as members of the Association. Exercises opened on Wednesday afternoon with a class-drill in Orthography, conducted by O. L. Castle, Professor of *Belles Lettres* at Shurtleff. In the evening the state of educational matters in the county was ably canvassed, and the reports made by Messrs. Griffin, Spahr, Robinson, Mann, Pettingill, and Burt Newman, were interesting and encouraging.

Thursday forenoon was occupied by an exercise in Mental Arithmetic, by Miss Clute, of Collinsville, Written Arithmetic, Mr. Griffin, and an interesting description of a newly-invented calculating-machine, by Prof. Castle. The afternoon session was opened with an exercise in Algebra, by Prof. Leverett. He was followed by Mr. J. Newman, who read a well-written poem upon Obedience. Mr. Griffin closed with a drill in Grammar, in the teaching of which he seems to be eminently successful. Prof. Marsh occupied the evening with a lecture upon the Chemical Analysis of the Atmosphere.

On Friday, Mr. Bush opened the exercises with a humorous poem, which was well received. Mr. Griffin conducted another animated and profitable exercise in Grammar. This over, a discussion upon Corporal Punishment followed. All the speakers seemed of the opinion that it must be resorted to some times, and the vote of the Association showed this to be the general feeling. The forenoon session was closed by a spicy report from the critic, Dr. Read. The afternoon was occupied by Miscellaneous Business, and the evening by a lecture upon the Greek language, by Prof. Howes.

Persons attending the Association were hospitably entertained by the good people of Upper Alton, and the session was, upon the whole, profitable and successful.

WHITE COUNTY.—The White County Teachers' Association met, agreeably to adjournment, at Grayville, April 7th. A goodly number of teachers were present, and they seemed filled with the right spirit. The most fraternal feelings were manifested in all their deliberations, and they showed themselves possessed with a true zeal for their noble work. At the request of the County Commissioner, the Association appointed an Examining Committee, consisting of three practical teachers, residing in different parts of the county. The questions 'Should corporal punishment be excluded from the school-room?' and 'How should school examinations be conducted?' were discussed with interest and profit. Instructions were given in Written and Mental Arithmetic. Very interesting and improving essays were read by four of the teachers. An excellent lecture was given in the evening by Dr. Goslin, of Carmi. We only regret that so few of the citizens of Grayville and vicinity were present to participate in the exercises of the day and evening. Their absence is, however, accounted for in the fact that a troupe of traveling theatricals were performing in the place during the week, and received extensive patronage. We trust the time will come when the people of 'modern Egypt' will value what is truly intellectual and ennobling, rather than that which is low and nonsensical. The Association adjourned to hold its semi-annual meeting at Carmi, on the 21st and 22d of June.

[The Corresponding Secretary, Miss M. B. Newell, has our thanks for the above.]

BOND COUNTY.—The teachers of Bond are making an effort to revive their Teachers' Association, or to get up a new organization that shall bring them together for acquaintance, counsel, and improvement.

COOK COUNTY.—We have not seen any account of the Cook County Institute, which was held at Harlem the second week of April. It is reported that the meeting was an interesting one, with more than one hundred teachers present. Hon. J. L. Picard, Superintendent of Public Instruction in Wisconsin, was one of the lecturers.

JERSEY COUNTY.—They certainly have stirring times in Jersey county: here are two items of that region, cut from the *Alton Courier*:

Jersey County News.—The *Prairie State* of the 17th recounts that Mr. Samuel B. Orem, teacher of what is known as the Buena Vista District, a few miles from Jerseyville, had occasion to punish a son of one Joseph Falkner for a flagrant violation of the rules of his school, and an open defiance of the authority of the teacher. The lad resisted Mr. O., but was overcome, and pretty severely punished. The case created some excitement in the community, and the Directors assembled at the school-house to investigate the matter. While they were consulting outside the house, Mr. F. approached, entered, and assaulted the teacher with a club. For this he was arrested on the 15th inst., examined, and fined fifty dollars. Good enough for him. The Directors have fully sustained the teacher in regard to his punishment of the boy, and have retained him in the school. Better yet.

A Duel at Fieldon.—We are informed that Mr. Wm. H. Dent, a school-teacher at Fieldon in this county, having occasion to correct one of his pupils (a son of Mr. Peter Felter) a few days ago, did so in a manner which the father thought unnecessarily severe. Meeting Mr. Dent shortly afterward, Mr. Felter denounced him, and intimated a disposition to *whip* him. Thereupon, Mr. Dent, *a la Pryor*, sent him a challenge to mortal combat. Having no particular fancy for the smell of gunpowder, and still less, probably, for the gleam of the bowie-knife, Mr. F. procured the arrest of the chivalrous knight of the *duello*, and had him held to bail in the sum of \$300 to keep the peace.

BOOKS AND PERIODICALS.

THE TEACHER'S ASSISTANT; or, *Hints and Methods in School Discipline and Instruction*. By Charles Northend. Crosby, Nichols & Co., Boston; Geo. Sherwood, Chicago. 12mo. pp. 358.

We give about one-half of the preface to the book as a preface to our own remarks. "This volume owes its existence, in part at least, to a request from a friend of the author to furnish advice and hints on one or two points connected with teaching. In complying with the request, it occurred to the writer that a series of familiar letters in reference to school duties and school exercises might prove beneficial to many. The idea has resulted in the preparation of this book, which is presented to the public, and particularly to teachers, with the hope that it may prove both acceptable and useful. The several letters have been written with special regard to the wants and wishes of those whose experience has been quite limited and brief. They embody such views and contain such suggestions as a long and varied experience has commended to the author as valuable."

The first seven letters are on the 'Teacher's Vocation'—the character and duties of the teacher, school-discipline and -management, and related subjects; then twelve lectures treat of special methods and subjects, as, 'oral instruction', 'recitations', 'object lessons', reading, spelling, penmanship, grammar, etc., etc.; three letters more treat of primary schools, habits, examinations, etc; and the book is closed with an appendix (40 pages) containing much useful matter: rules for schools, some of which may be seen in the *April Teacher*, and a valuable list of books of reference for teachers.

We can very briefly say what we think of the value of the book: every young teacher who desires to do his duty well, and has sufficient modesty to feel his need of aid and advice, should, as early as possible, get two books: the first is Northend's *Teacher's Assistant*; the second is Page's *Theory and Practice of Teaching*.

DENOMINATIONAL COLLEGES. By Rev. J. M. Sturtevant, D.D., President of Illinois College. [An article from the *New-Englander* for February, in pamphlet.]

ADDRESS ON THE MUTUAL COÖPERATION OF DIFFERENT DENOMINATIONS IN THE SUPPORT OF CHRISTIAN COLLEGES. By Rev. Dr. A. Peters. Prepared under the direction of the 'Society for the Promotion of Collegiate and Theological Education at the West', and presented at their Fifteenth Annual Meeting. [Pamphlet.]

These two pamphlets are on a very important subject, which is growing in importance at the present time. The earlier colleges of our country, those whose names are at once famous and venerable and honored for their past usefulness, such as Harvard, Yale, Dartmouth, and Columbia, were established by men who belonged to organizations known as Christian sects, but who did not seek to place the colleges under ecclesiastical control. But now colleges, or institutions emulous of the name and office of colleges, are established all over the country with very insufficient means, and efforts are made to enlist in their behalf the influence of the several denominations to which their projectors belong, and often the control of them is directly given to ecclesiastical bodies. That such a course is fraught with much evil to the cause of liberal education no man who is not himself blind-

ed by party or sectarian enthusiasm can doubt; and these pamphlets are earnest protests against such a policy. If a man wants to travel round in a half-bushel measure all his life, let him give himself to such a scheme; and we venture to say that the country must have an abundance of peck-measure 'professors' from these puny institutions. Every man can see that it would be folly to establish colleges under the control of political parties, and shall we dare to treat our Christianity worse than we would that great American republicanism into which we are all born?

The *Teacher* speaks for the popular education of the free school; but to light the free-school lamps there must be higher schools, which are in turn lighted by the greater fires of the colleges and the universities: and we can not be indifferent to any policy that must belittle and degrade the standard of learning in them.

EASY LESSONS IN ENGLISH GRAMMAR, FOR YOUNG BEGINNERS. By W. S. Barton. White, Pfister & Co., Montgomery, Ala.; Gould & Lincoln, Boston. 12mo. pp. 152. 50 cents.

This is one of a series of Grammars by Prof. Barton, Editor of the *Southern Teacher*. It is highly commended by good authorities, and if we could conscientiously commend any 'English Grammar for Beginners' we could praise this one. Frankly we say that we do not believe that any good is done by teaching theoretic grammar to children and youth, but much harm is done. Setting aside this opinion, we find much that is good in this book — in its manner of presenting the several parts of the subject, in its definitions, and in its philosophy — as estimated from the common point of view. The common views of language are taken with little variation, and carefully elaborated. Those who value grammar in its present form will find here some desirable improvements.

NOTICES OF SOME EXCHANGES.

The *Southern Teacher* is a bi-monthly journal of 48 pages, issued and edited by Prof. W. S. Barton, Montgomery, Alabama. \$1.00 a year. Many words are not needed to give our opinion of its character: it is very good, both in contributions and editorials. We wish it abundant success. When, two years ago, we were assistant Editor of the *Teacher*, there came in exchange but two periodicals from the South, one of which expired during the year: now there are several, of good quality. To this journal some eminent southern scholars contribute.

The *Ohio Educational Monthly* is hardly known to us yet; only the fourth and fifth numbers have reached us. Will the Editor please favor us with the others? We say 'favor us' not as a form, but in earnest, for our reading of the April number makes us want the rest. We hope the teachers of Ohio and the West will favor themselves by sustaining heartily this new journal. It is well printed, as well as well furnished with matter.

The *Educational Monthly and Family Repository* is the 'organ of the Educational Institute of the M. E. Church South'; it is an octavo monthly of 64 pages, issued by Rev. A. Means, at Atlanta, Ga. \$2.00 a year. Rev. J. Knowles, Editor. Its general circulation among those for whom it is specially issued will do much good, and its educational department is well filled. The 'Family Department' is interesting and attractive.

The *Educational Monthly*, published by the Kentucky Association of Teachers, is another new journal from the South. E. A. Holyoke, Editor, Louisville, Ky. (48 pages each, \$2.00 a year.) The price of this is higher than that of most of our monthlies devoted to education: perhaps that is one reason why the journal itself is of superior quality. In evidence of scholarship in its contributors we think it in advance of any other of our educational exchanges. It is less exclusively educational, and has a wider range.

The *National Educator* is another new journal: monthly, large 8vo. pp. 32. R. Curry, Editor and Publisher, Pittsburgh, Pa. \$1.00 a year. It deals less with the problems and methods of education, and is designed for a school and family journal. It regularly contains a scientific department, and furnishes much interesting and instructive matter.

The *Northwestern Home and School Journal* has undergone another revolution of form; we hope it is the last one, for changes are unprofitable. It is no longer a Temperance journal, that department being now separately issued. We like the new arrangement and the new paper,—for so we may call it. Eberhart & Robinson, Editors and Publishers, Chicago. 8 pages 4to, monthly, with advertising supplement. 50 cents a year; 20 copies \$6.00, etc. It is a cheap school paper, and its editors will spare no pains to make it interesting and useful.

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No. 7.

THE TEACHING OF THE LILIES.

“Consider the lilies of the field. . . . Solomon, in all his glory, was not arrayed like one of these.”
Holy Writ.

THAT exquisitely beautiful expression of our Savior is suggestive of a long train of thought. You can scarcely go from your room into the open prairie, or along the village walk, but the flowers are speaking to you. In the modesty or gorgeousness of their tinting; in the delicacy of their structure; in their economy or natural habits; in the variety of their forms; in their manifest uses, and in their secret modes of growth, each, conforming to a general plan, yet nicely peculiar and distinctive in its conformation, opens wide fields for study and investigation. Our knowledge of the natural world around us is exceedingly limited. How few know even the common names of the plants they tread upon at every step; how very few their scientific names! We see a flower growing each year near our dwellings, and wish it grew in our yard; yet we take no means to place it there, because, perhaps, we do not know how to remove it. We can not even tell whether it is an annual, and sows its seed and reproduces new plants every spring, or whether it continues to flourish, through strength in its underground bud or root, from year to year; and yet a little attention to the habits of the plants themselves would satisfy us, or a few hours' study in any well-written text-book on Botany would give us the desired information.

The habit which the study of natural objects induces promotes closeness of observation, and unfolds to the mind an immense amount of minutiae which is lost to the casual observer. It is in this minute detail that the greatest beauty lies. The microscope has revealed to us hidden worlds of wealth in the vegetable kingdom. All Nature is

an open book before us; its pages are full of instruction, and its teachings are as the voice of inspiration to our unenlightened minds. To the child nothing is more delightful than these studies. He who takes time to consider the lilies of the field, or to trace the mysterious workings of Nature through any of their developments, finds himself drawn into close communion with the Author of all things. It is by the establishing of this intercourse that we come

"To look through Nature up to Nature's God."

To those who are teaching in the country we would say, make the most of the beauty which the God of Nature has spread around you with a lavish hand. Point out to your pupils as much as you can of the wonderful things which lie hidden so near you. A word, a thought, a hint, may give cast to all the thoughts of a young person, and mould his character for life. What is pleasanter than to take the little ones by the hand and lead them in pleasant paths!

To those whose duties confine them to the city we need say no word. If ever you have enjoyed the freedom of the country you will know how to appreciate a respite for an hour or a day, though you may forget, in your reverie over the scene, and in giving up yourself to the calm enjoyment, to search out and appreciate the deep mysteries with which every flower and blade of grass is replete in instruction.

This couplet of verses lately turned up with an old portfolio, a relic of school days. You may know the author, and can appreciate its sweet sentiment.

There's beauty in the humblest flower that blossoms on our earth;
It whispers to our spirits of their high and heavenly birth.
It lighteth e'er the mourner's path with a bright and cheering smile;
And chanteth to the stricken soul a low, sweet lay the while.

There's beauty in the lowliest shrub that meets our anxious sight,
It sheddeth o'er our weary hearts a gleam of heavenly light.
The simplest leaflet is a scroll dropt from the world above,
Stamped with the golden words of the blessed Redeemer's love.

ESCHA.

A PARENT or teacher seldom does a kinder thing by the child under his care than when he instructs it in some manly exercise—some pursuit connected with nature out of doors, or even some domestic game. In hours of fatigue, anxiety, sickness, or worldly ferment, such means of amusement may delight the grown-up man when others would fail.

THE VALUE OF ENGLISH GRAMMAR—WHAT IS IT?

THIRD LETTER.

"American education—especially home education—is wanting not in quantity so much as in quality: in that it is heartily lacking; and we, the educators, are the ones to blame for it."

Atlantic Monthly, March, 1866.

MR. EDITOR: In my last letter I cited the opinions and testimony of many recent writers as to the real value of 'English Grammar as it is' as a means of attaining practical skill in the use of our own tongue. We found that men who had no intention of throwing discredit upon our received doctrines of grammar united in testifying to its practical inefficiency for the teaching of English. They urged that grammar failed to produce what they thought to be its legitimate results, and asked a different method of teaching it; but we did not find any one who claimed that a different method had ever been successfully used. We also found another class of witnesses, who claimed, as I do, that the fault is inherent in the system and is not a mere accident; that English Grammar, or rather what is taught under that name, whether by Murray, Webster, Brown, Greene, Clark, Wells, or other popular grammarians, is essentially defective as means to such an end. I have heard that my article was pronounced by some true but hardly fair. I do not mean to be unfair, and will here say that I do not deny that the current system as taught may do a *little* toward teaching how to use the language; that a few may derive some benefit from it, and in consequence of studying it may come to avoid errors; but I do deny that the study of grammar has any claim upon us because of these exceptional cases; and I claim that experience shows abundantly that some other method of teaching the practical use of the language ought to be adopted. We ought not to go on with this Tower of Babel, and disgrace the name of grammar, and fail of our asserted objects, and waste the time and strength and patience of our scholars with a false system used for an unattainable end.

I rejoice in the fact that I never meet with intelligent teachers who are satisfied with our grammars. Says W. B. Fowle, *Teachers' Institute*, page 174): "In my visits to the Institutes of New York and Massachusetts I became acquainted with more than a thousand teachers; and I am not aware that I met with one who felt satisfied with any grammar that he had seen, and very few had ever been able to make the study of grammar an agreeable exercise to their pupils." I

have met with persons who were satisfied with some favorite author, or at least would say so; but among these the really intelligent would say that their satisfaction was after all only a choice of what seemed best among different books and a determined contentment therewith because their objections were few, and they had never examined the subject very critically. The unintelligent are not entitled to notice.

In my former letter I indicated two principal objects of the study of grammar; namely, "practical skill in the use of our own language, and strengthening discipline of mind." It might be true that 'English Grammar as it is' fails to answer the first of these purposes, while at the same time it might be excellently adapted for the second purpose. Analysis and Parsing might be an exercise calculated to develop the powers of accurate discrimination, of classification, and of precise reasoning, even if they never corrected an error or taught how to avoid one. Perhaps it may be said that there is a science of language which is capable of a development at least as perfect as that of any one of the natural sciences, and that in grammar we have the fundamental principles of such a science. I firmly believe that a science of language is possible which may be ranked truly as a natural science; one that, like the other natural sciences, shall proceed by induction to certain results, and develop a true classification based on simple principles. I have heard of a teacher who told his classes to study grammar as they would botany; given the prairie and grove, the botanist, with his definite principles of observation and classification, can give you a scientific account of what plants are to be found therein: so given the English language, we want a scientific development of its natural history: we want its elements pointed out and classified, and their laws clearly presented. Is not such a science at once possible and desirable? Have we it in English Grammar, as it comes from the hands of any known author? I say — no! and again, no!

A true natural science requires a classification based on the nature of the things which are the subject of the science: it requires an accurate definition of all the classic terms, such that there shall be no vagueness in their meaning, and such that these terms shall designate both inclusively and exclusively the things or facts referred to. Without these there can be no true science. Now the very fact that there are so many grammars with contradictory definitions and classifications shows that there is as yet no classifying principle stated with sufficient clearness and having sufficient breadth to serve as the basis of a science that may give proper discipline to the mind. On this I might again appeal to teachers as to their observation of the effect of grammar in the training of the minds of pupils. I think all will say that it

is less valuable for that purpose than we should expect it to be. I do not here deny a considerable value to some of our systems of grammar, namely, to those that present a system of analysis; as do the text-books of Greene, Clark, Wells, Bullions, and Butler, to name only those that I have met most frequently in Illinois. Almost all the value of our grammars lies in these systems of analysis; and, whether they be perfect or not, a pupil will learn much of the structure of language from them and will gain a really useful discipline of mind while he is learning thoroughly how to use any one of these. Still, they are so necessarily connected with the definitions and classifications of the grammar that defect there must affect the analysis and tend to confuse the mind of the learner. Hence, I have not seen, even from the use of the text-books referred to, such benefits as I at first expected. Few now contend as formerly for the great value of parsing; and there is little testimony as yet as to the value of the systems of analysis: the common voice is in favor of them. Instead of appealing to any for testimony, we will examine some of the classifications and definitions of our grammars: if we find them insufficient and vague, we need not wonder that to be a good grammarian in school only indicates a certain docility in learning an arbitrary system, and not a quick, accurate and logical mind.

We might begin with the definitions of Grammar: some grammarians define it as an art, some as a science, some as both a science and an art; some give no definition of grammar, but say of what it treats; and some, as Fowler and Latham, neither define grammar nor tell of what it treats. Passing this confusion, of which much might be said, we find that the principal divisions of the subject are not uniform: most make four, some five principal divisions, and again Fowler and Latham do not present a formal division. But as the greatest test of rational system and of accuracy of definition is to be found in what is by most termed Etymology, we will pass to that.

The first point in Etymology as a branch of Grammar is the classification of words. Surely some principle of classification should be adopted and clearly stated, with reasons for its adoption in preference to any other principle; or we could easily be content if our school grammars would state the principle of classification clearly and adhere to it. But few of our grammarians seem to have any principle of classification. All divide words into classes called 'Parts of Speech', but few assign any reason for making so many classes, and some expressly call it an arbitrary matter. Thus Wells (whose compendious work, however, does not often state reasons) says: "There are in English eight parts of speech"; and he cites in a foot-note Priestley's

remark, "I adopt the usual distribution of words into eight classes, because if any number in a thing so arbitrary must be fixed upon, this seems to be as comprehensive and distinct as any." The selection of a principle of classification might be called arbitrary, and it would depend upon the writer's theory of the nature, objects and best methods of grammar; but the classification itself should not be arbitrary, unless this so-called science of grammar be no science, but confessedly an arbitrary invention and whim. Latham says: "There are a vast number of questions, in respect not only to points of general grammar, but even in respect to special facts in the English language, to which no categorical answer, in the present state of philology, can be given: to such questions as *How many cases?* *How many parts of speech?* *How many irregular verbs are there in English?* no cautious grammarian would venture an unqualified answer. The reply depends upon the definition of the words *case*, *part of speech*, and *irregular*; and in respect to these it will be long before there is unanimity." (*Elem. of Engl. Gram.* p. xi, 3d Amer. Edit.) He confesses that the present confusion is inextricable, and attempts no classification. Greene says: "According to their *meaning* and *use*, words are divided into eight classes, called *Parts of Speech*." Does this mean that 'meaning and use' are jointly to be considered in determining the several classes, or some times 'meaning' and some times 'use'? When he defines his 'parts of speech', he defines a part of them by 'meaning' and a part by 'use'; so that no one principle prevails. Bullions says: "In respect of signification and use words are divided into different classes." He is more consistent than most; but, like Greene, he defines some classes by signification only, and some by use only. Clark says, "By their uses words are distinguished," etc., making nine classes. This principle of *Use* is the essential basis of Clark's whole system; and to be consistent he should have built the whole system upon it; but his definitions of the noun and verb are definitions by signification in fact, though they are apparently definitions by use. He says, "A Noun is a Word used as the *Name* of a being, a place, or a thing." But as he started with the principle of deducing all distinctions from the relation of terms to propositions,—a principle which is nearly correct, and in the sense in which he means it entirely correct,—he should not deduce his definition of any part of speech from its *use to signify* this or that, but from its *use in the proposition*. If it be true that a certain sort of signification is always attended by a certain use in the proposition, then, by his principle, the use, not as a signifier, but as a constituent of the proposition, should be made the essence of the definition. The same flaw is in his definition of the Verb; and the same

criticisms will apply to definitions of the Noun and the Verb as given by Greene and Bullions: they, however, avow signification as a principle of classification, in part. But if signification can be a correct principle of classification, then the grammarian must show why we shall not make one class of words signifying things perceptible by the sense of sight, another of words signifying things perceptible by the sense of hearing, and so on: why we shall not make one class of words signifying things immaterial, and another of things material, and so on, as pleasure or as whim may lead.

Dr. Latham says that it will be long before there is unanimity among grammarians as to the definition of the term 'part of speech'. Latham, Mulligan, and some others, are of the opinion that some common words do not belong to any of the commonly-recognized parts of speech. They call in question both the common division and the arrangement of words under it. Can any grammarian show that his system (or medley) of classification *must* embrace all the words of the language? If not, he should simply say of his classification that it includes nearly all the words of the language, and not attempt to deny that there may be other classes yet. Have all the possible classes of 'meanings' or 'significations' been pointed out? Is Mr. Clark sure that no 'use' has escaped his eye? Granted that words are used as he says: it does not follow that we can put all words under one or another of his classes. When we consider grammar as a natural science, to be subjected to classification experimentally rather than upon *a-priori* principles, we shall see reason to suppose that the early classifications, which are yet retained essentially, may have left out essential distinctions, and thus that new classes may be needed.

I have not noticed thus far one of our most prominent American grammarians, the laborious and encyclopædiac Gould Brown. I expected from him a learned and philosophical exposition of the principles of classification and of his application of them; but in his Grammar of Grammars he pays very little attention to the matter except in his Introduction, and there no principle is stated, and no philosophy offered. He finds fault with those who make fewer parts of speech, but offers no reason but usage of prior writers for his own conclusion. In the Introduction, chap. xi, § 9, he speaks very modestly and even hesitatingly, "It is hardly worth while to dispute whether the parts of speech shall be nine or ten; and perhaps enough has already been stated to establish the expediency of assuming the latter number." All that our study is able to find as 'already stated' is that he does not approve certain innovations and does approve others. On the next page, however, he says that Horne Tooke "never well considered

what constitutes the sameness of words or wherein lies the difference of the parts of speech; and without understanding these things a grammarian can not but fall into errors. . . . It is plain that the whole science of grammar, or at least the whole of etymology and syntax, which are its two principal parts, is based upon a division of words into the parts of speech." Thus on one page he bases all the most important part of grammar upon a right division or classification, and says that a man must blunder if he does not well consider wherein lies the difference of the parts of speech; and on the preceding page has told us that the precise number is not worth disputing about, and that *perhaps* he has shown the *expediency* (not the inevitable reasonableness) of the number assumed by him. In chapter I of his Etymology he says: "I have elsewhere *sufficiently* shown why ten parts of speech are to be preferred to any other number in English." The 'elsewhere' is the very unsatisfactory chapter in the introduction, where he by no means displays his usual acuteness. And this is all that he has to offer. For what he deems fundamental to the science of grammar he has nothing to offer but a protest against differing from our predecessors,—the very men whom he frequently scarifies so mercilessly. That his system too should prove contradictory and insufficient might be expected after such a confession; and we find, accordingly, that he has even less of principle in his classification than we find in Greene, Bullions, and Clark.

I purpose hereafter to criticise some of the definitions of parts of speech given under these imperfect classifications.

SILAS WESTMAN.

TO SCHOOL COMMISSIONERS AND TOWNSHIP TREASURERS.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 Springfield, Ill., July, 1860.

I HEREWITH forward blanks for township and county reports for the school year commencing October 1, 1859, and ending October 1, 1860.

The thirty-sixth section of the School Law makes the report of the Township Treasurer returnable to the School Commissioner on or before the second Monday of October. The seventeenth section requires the School Commissioner to report to the State Superintendent on or before the second Monday of November. The seventh section requires the Superintendent to report to the Governor before the fifteenth day

of December. School Commissioners will, therefore, give notice to Township Treasurers that no township reports will be received by them later than the eighth day of October next. And notice is hereby given to School Commissioners that no county reports will be embodied in the biennial report of this Department except those which are received on or before the twelfth day of November next.

While this announcement is not made in an impatient or arbitrary spirit, but most respectfully and courteously, it will be strictly and impartially adhered to, for the following reasons: Because it is law. Because promptitude should characterize this as well as every other branch of the public service. Because, ample time being allowed for the reports of Treasurers and Commissioners, the requirement of the law that the reports shall reach this office by November 15th is *reasonable*. Because experience has shown that an extension of the time fixed by law for the return of reports, besides being of doubtful official propriety, does not lessen, but actually increases the evil, encouraging the delinquent to be still more remiss. And because the time allowed by law between the reception of the county reports and the report of this Department to the Governor is so brief, and the amount of labor to be performed in the mean time is so great, that indulgence beyond the specified day is wholly inadmissible. All counties, therefore, not represented in the next Biennial Report will know *why* it is, and must refer the delinquency to their own officers, to whom alone it will be justly chargeable, and not to this office.

Most of the schools will have closed for the current year by the time the blanks are received, and the hope is earnestly expressed that school officers will not defer the preparation of their reports till October and November, merely because they have the legal right to do so, but that all who can will make up and forward the requisite statistics at once. I can not easily express the relief which such prompt action will afford me in preparing the statistical tables for publication, nor the sense of obligation under which I shall be placed for the courtesy.

It will be seen, by reference to the blanks, that, even in townships where the schools will not close till near the end of the school year, a *very large majority* of all the facts called for do not depend at all upon the final close of the schools, but *may be ascertained at once*. If School Commissioners and Treasurers will fill out their blanks with *such items* as far as possible, and without delay, it will be easy to *complete* their reports when the schools close, and greatly contribute to the promptitude of the returns to this office.

The circular of explanations, relative to the manner of filling the blanks, issued last October, and which, it is presumed, was preserved

for future use, applies equally well to the present blanks, and makes it necessary to add but little more at this time. In the Township Blanks issued herewith sixteen new items have been inserted, so that the *numbers* in the circular above referred to will not correspond with those in the present blanks; but, assuming that no further hints are needed in respect to the statistics called for last year, no difficulty is apprehended from this source. It only remains to offer a few remarks concerning the sixteen additional interrogatories.

Item 7.—This can be obtained from the register of the teacher, in most instances. A school register should be kept by every teacher, and no such register is complete which does not show the ages of the pupils. If no register is kept, the necessary information can be obtained from the teacher himself, the directors, or the patrons of the school. Information is called for on this point as being related to the question of improvement and reform in elementary instruction, and to the expediency of increasing the minimum age required by law as a condition of admission to the public schools.

Item 8.—To fill this blank, it will be sufficient for the purpose I have in view to take the schedule having the highest number of names; and, as all the schedules are on file in the office of the Treasurer, this can be readily done. The only exception to this will be in the case of graded schools, where there are several departments and teachers, and but one schedule for the whole school. It will be necessary in such cases to ascertain from the principal or assistants the largest number of pupils under the care of any one teacher in the graded school. I desire information on this point, in order to form an estimate of the extent to which the efficiency of our schools is impaired by crowding too many scholars in one room and under the care of one teacher.

Item 9.—Divide Item 6 by the *sum* of Items 12 and 13.

Items 21, 22, and 23.—Hints for filling these blanks will be found in the 'Note' at the bottom of the second page of the blanks themselves. The *accuracy* of the reports upon these points will of course depend upon the *judgment* of the several Treasurers—their knowledge of *what constitutes* a good school-house. It is earnestly requested that especial care be taken in discriminating between the three grades designated, so that none but those which are really of the first class shall be reported as such, while no scruples shall deter from a full report of all such as belong to the third class. Former reports have given us the *number* of school-houses in the State: many reasons now exist for seeking to know the *quality* of these houses.

Items 26, 27, 28, and 29, are inserted for the same purpose as the above, and can all be filled without difficulty.

Items 36 and 38.—Inquire of the Directors.

Items 37 and 39.—Shown by the books of the Treasurer.

Item 59.—This is to be filled by such incidental items of expenditure as can not properly be included under any other head. A similar item was inadvertently omitted in the blanks issued last October.

Will the Township Treasurers suffer a word further. I know that these township reports can not be accurately made up without much pains and effort. I know this, not only from the nature of the facts to be investigated, but from no small personal experience in the work. I know, too, that the list of questions is large, and that many of them may seem unimportant and trivial. Nor am I ignorant of the fact that your difficulties are greatly enhanced by the loose and careless manner in which many of the district records are kept, and by the apathy, indifference, or wilfulness, of many upon whom you must depend for the needful information. But *all* the blanks *can* be *accurately filled*, and *all* are *important*. Most of the items are specified in the law, and all are clearly authorized by it. Not one has been inserted at random, or without a definite or useful purpose. Will you not take the necessary time, and do the work *thoroughly*, so that our Legislature, and friends of education in this State and throughout the country, may find in the statistical tables of our next Report a full and truthful view of the present condition of free schools in Illinois, so far as the same can be expressed in figures?

In filling the blanks for County Institutes, under the head '*Time*' write the month, and the day of beginning and ending, thus: April 8—12, etc. I am particularly desirous to have a full report from every Commissioner in the State upon this very important auxiliary of our school system. I have only called for the number of *teachers* in attendance at the Institutes, because a knowledge on that point is essential to the *comparison* which I propose to institute between the number of teachers who avail themselves of the benefits of Institutes, in counties where they are held, and of those who do not. Please make full lists of the lectures and speakers.

It is hoped that the new form of blanks for the County Reports will meet with the approbation of the School Commissioners, and be found much more convenient than the large sheets heretofore issued. Each page is ruled for nineteen townships. The items on the second and third pages are *repeated* on the fourth and fifth pages; those on the sixth and seventh pages are repeated on the eighth and ninth; those on the tenth page are repeated on the eleventh. For counties having

not more than nineteen townships only the 2d, 3d, 6th, 7th and 10th pages will be necessary. In counties having more than nineteen townships, first fill and foot up the 2d and 3d pages, then carry forward the footings to the 4th and 5th pages: in like manner, foot up the 6th and 7th pages and carry forward to the 8th and 9th, and finally foot up the 10th page and carry forward to the 11th. It will thus be seen that in all counties of not more than nineteen townships the *final* totals, averages, etc., will be at the bottom of the 2d, 3d, 6th, 7th and 10th pages, while in all of more than nineteen townships they will be at the bottom of the 4th, 5th, 8th, 9th and 11th pages. In carrying forward, place the footings on the line which is printed '*brought forward*'.

May I again express the hope that no report will be sent in without being footed up. To all those Commissioners who complied with my wishes in this respect in their reports for last year I desire to tender my very sincere thanks; to those who did not, I would respectfully *renew* the request that they will not again add to the labors of this office by imposing upon it duties which the law devolves upon themselves. Please foot up your reports.

Township Treasurers are respectfully and cordially invited to transmit to the School Commissioners, with their reports, a clear and full statement of the condition and prospects of the common schools in their respective townships, together with such hints and suggestions as they may deem it expedient to offer, so that Commissioners may have ample and reliable materials from which to construct their more extended and elaborate reports for the Department at Springfield.

Facts are needed—an honest and intelligent view of the actual workings and results of the system, as the only safe and prudent basis of future legislation. With a large class of these facts Township Treasurers are more familiar than any other school officers, and their aid is earnestly requested.

As stated in a former circular, the local reports, when prepared with care, form the most valuable part of the Biennial Report. I therefore again solicit full and carefully-written papers from every Commissioner in the State, to be published with, and as an integral part of, our next Biennial Report of the common schools in Illinois.

Among the topics upon which I hope to hear from School Commissioners are the following:

(1.) *County Institutes*.—How they may be rendered more useful and effective.

(2.) *Primary Instruction*.—Its relation to the success of the free-

school system; true and false methods; fundamental principles involved, etc.

(3.) *Graded Schools*.—What they are; wherein superior to common 'mixed schools', etc.

(4.) *School Architecture*.

(5.) *School Supervision*.—The expediency of establishing county superintendencies, etc.

(6.) *Examination and Qualifications of Teachers*.

(7.) *Tardiness and Absenteeism*.—Causes, remedies, etc.

(8.) *The School Law*.—Effect of frequent changes; expediency of amending at next General Assembly.

I merely *suggest* the above topics for the consideration of Commissioners: there are many others of equal if not greater importance. Instead of attempting a discussion of *all* the subjects relating to schools, it would perhaps be better for each Commissioner to select a few points, and expend his whole strength upon them. But I leave all this to their wisdom and discretion.

Acknowledging with grateful feelings the uniform courtesy and kindness which have been extended to me thus far, and again invoking your prompt and cheerful coöperation, I am, gentlemen,

Very respectfully yours,

NEWTON BATEMAN, Sup't Public Instruction.

NATURAL HISTORY SOCIETY OF ILLINOIS.

ANNUAL MEETING.

THE Second Annual Meeting of the 'Natural History Society of Illinois' took place at Bloomington on Tuesday, June 26th, and following days. The Society met in Phoenix Hall Tuesday afternoon at 3 o'clock, Prof. Turner presiding, and Mr. J. W. Powell acting as Secretary.

The Superintendent, Mr. C. D. Wilber, presented a general report of what had been done by the Society during the year, and of its present condition and prospects. He said that the Society now consists of about 140 members, of which number about 25 may be said to be working members, the remainder having become members for the purpose of aiding the Society, the membership fee of which is five dollars. The present most urgent need of the Society is a library: it has se-

cured between two and three hundred volumes, all of which are valuable, and some of which are costly. He suggested that it is now time to secure greater advantage to the Society by establishing commissions in the several departments of Natural History. He urged that it is specially desirable that the Society fit up and fill a museum and department of natural science at the forthcoming State Fair, at Jacksonville, where, he had been informed, the managers of the Fair have provided liberal accommodations in a building 24×50 feet in size. He acknowledged, in behalf of the Society, the liberality of our State railroads, during the year, in furnishing passes to himself and assistants, without which encouragement, the Society having no means, the expense of traveling would have largely restricted and diminished the labor accomplished: they, on being advised of his object, had willingly supplied him with passes, and transported, free of charge, the large collection of specimens he had made in all parts of the State. Mr. Wilber stated that he had visited about two hundred and fifty localities in twenty-five counties of the State. The number of specimens collected by various members of the Society, including donations from abroad, is not far from 60,000. Of these there are nearly 15,000 insects collected by Walsh and Thomas, embracing about 2,000 species. There are nearly 8,000 plants, about 6,000 shells, home and foreign, and minerals, fossils, crystals, make up the balance.

Mr. Wilber closed with saying that he deemed it proper for the interests of the Society, and for personal reasons necessary, that he should no longer act as the Superintendent or General Agent of the Society; and that the essential duties of that office can be performed by the Secretary.

Verbal reports were given by the several commissions represented.

Mr. Benj. D. Walsh, of Rock Island, being the sole member present of the committee having in charge the department of Entomology, stated that his collection now embraced over 3,000 distinct species; and that he had made considerable progress in naming and arranging them, having in that time specifically identified about 600 species in the different orders. Mr. Walsh presented to the Society a box of about 300 named species in the order Coleoptera. Mr. Walsh stated that the principal difficulty in naming a collection of insects was the want of a good entomological library, which could not be procured for a sum less than \$2,000 or \$3,000 — a sum beyond the means of most private individuals. And as to public libraries of Natural History, there was positively nothing deserving the name at present existing in the State of Illinois.

J. W. Powell was called on for a report on Conchology. He said

he had collected shells in various streams in Iowa, Illinois, and Michigan, at various points. He said he had met with much good feeling and encouragement among the people. He deemed it would not be difficult to collect full suits of our shells of this section. They exist in great abundance, and some of them most beautiful in form. He referred to a lack of systematic research and of text-books to build up in the minds of the people their study and its love.

The report on Palæontology was given by Mr. McChesney, of Springfield. He stated that his labors during the year had been threefold—explorations in the field, identifying species of fossils already known, and describing and naming species hitherto unknown to science. He had collected fossils to some extent from each of the geological systems represented in our own State; to a limited extent in three adjoining States—Wisconsin, Iowa, Missouri; and to a still less extent in New York and New Jersey. Of the fossils representative of the Western formations he had identified several hundred species, and in the way of original investigations had described over one hundred new species. As had been remarked, these labors were labors of love, and of course the results belong to those doing the work. Nevertheless, a large number of specimens in his hands are ready for the Society, as soon as the cabinet-rooms shall have been prepared for their reception.

Mr. James Shaw, of Mt. Carroll, was called to report on Geology. In Carroll county, bordering on the mineral region, an opportunity was afforded for studying the three groups—Hudson, Niagara, and Galena. An interest was awakened in the county by the visit of Prof. Wilber in the fall of 1859, and his lectures. Quite a number in that section have been busy collecting fossils. He referred to the richness of that region in fossils in the Niagara group. In the Hudson-river group we find large Trilobites, or rather three casts and spines. Of all these specimens a large amount can be collected. Of these specimens they should be ready to contribute largely to the museum of this Society. We have formed a society there auxiliary to this. We hold monthly meetings, and aim to advance the science by every means in our power.

Of the same commission on Geology, C. D. Wilber reported. He began his researches in this State on Fox River, at Oswego. And this has become the treasure-house of naturalists. He was convinced that the basement-story of this State was well stocked. In the various coal-fields, quarries, etc., he had collected a large number of specimens. He believed the collection, in all, of insects is 15,000; in Botany, 8,000 species of plants, added to various other collections by members of the Society, the aggregate would reach 60,000. In mak-

ing collections, it had been done with a liberal hand by himself and others, for the advantage of exchange for other specimens with various societies at home and abroad.

On Ornithology no report was made by any member of the committee. Mr. Walsh reported that Dr. Vasey, of Rock Island, had an admirable collection of birds, to which he was continually adding, and that he intends to present duplicates from his collection to this Society.

In Ichthyology it was reported that Dr. Adams Nichols, of Quincy, and Dr. W. H. Gethens, of Hamilton, Hancock county, were putting up fishes in alcohol. In Herpetology less was done, but collections were being made in Southern Illinois.

Rev. H. J. Eddy, of Bloomington, stated to the Society that he had found at the house of a friend in Hannibal, Mo., a complete set of the work on the Natural History of New York got up by that State when Mr. Seward was Governor; the work is one of great value, and now out of print, hardly to be obtained at any price. Mr. Eddy found that the owner would sell them to the Society for fifty dollars, and he had secured them at once and had them brought here, that the Society might take advantage of this liberal offer. A gentleman present stated that second-hand copies occasionally come into market, and are sold at prices ranging from \$80 to \$120. Mr. Wilber was appointed committee to secure funds for the purchase, which was soon effected.

Committees on various subjects were appointed, and the Society adjourned, to meet at 8 P.M. to hear an address from Mr. Turner, and to meet further at 9 A.M. Wednesday.

In the evening Mr. Turner delivered a lecture: the title given was 'Mind, Force, and Matter'.

WEDNESDAY, 9 A.M.—The Society met, and proceeded to the consideration of business reports. Mr. McChesney reported on the Constitution, recommending some changes. The Society proceeded to consider and adopt proposed amendments: the office of General Agent or Superintendent was abolished, and its duties assigned to the Secretary; the office of Librarian was created; and an annual assessment of one dollar on each member was adopted.

Mr. Walsh, of Rock Island, was called on for a paper on 'Insect Life'. He said, were a foreign army to invade our shores, our lawgivers would vie with one another in large expenditure and preparation to oppose the invaders. No one would think of objecting. And yet, the ravages of such an army would be insignificant in comparison with an army of insects. Ten years ago the wheat crop of the United States amounted to ten million bushels; it was now twelve times that

amount. Now the insect enemies of the wheat plant—the midge, chinch-bug, etc.—annually destroy, it can not be questioned, one-fourth of the amount, or thirty million bushels, which, at the low price of seventy-five cents per bushel, would give an annual damage of over twenty millions of dollars. Taking all our crops, the annual damage to them in the United States from insignificant insects must reach the sum of \$100,000,000. And this is going on and increasing, annually covering more and more territory. The army of the enemy of the crops has been moving from the seaboard to the lakes, and from the lakes to the Mississippi and Missouri.

Twenty years ago the bark-louse was unknown on the apple-trees west of the lakes; five years ago it was a novelty in Michigan. So, too, the Hessian fly, the midge, and other insects, have been increasing the extent of their ravages westward. From the Northwest, out of Minnesota, an army of grasshoppers are coming down upon us, having already reached Northern Illinois.

Now where are the officers, in number, and where the ‘army appropriations’, in amount, to meet and fight this army of insect invaders? What has been done by our legislators in the matter? Some years ago Congress employed an entomologist, a Mr. Glover, to visit the South and report on some of the insects injurious to the great crops of that section. I do not know how much was paid him, but this is all that Congress has ever done from the Revolution down to the present time. The State Legislatures, it is true, have done more. Massachusetts gave employment to Dr. Harris; the State of New Jersey employed its Entomologist, Prof. Jack; so, also, the State of Michigan, temporarily. New York has been literally the Empire State in this direction. For years past she has paid an annual salary of \$1,000 to the learned and indefatigable Dr. Fitch—a sum just about sufficient to pay his bookseller’s bill. Of this office Hon. Daniel S. Dickinson once, in a harangue, said, the services he (Dr. F.) had rendered were worth \$25,000 annually to the State. Now, taking all these sums by the General and State Governments since the Revolution, they would not, all told, exceed \$20,000, or an average of \$250 per year. And this against an annual destruction of crops by insects of \$100,000,000 to the entire United States. Was ever such folly and blindness? Would our people thus be content to oppose an invading army by voting \$250 to Gen. Scott, and smaller sums to a few other officers?

They manage these things better in Europe. In Russia, and other Continental States, Entomology in its rudiments is made a portion of common-school education. In the Agricultural Schools a regular Professor of Entomology has a place, and this branch is made his own,

with no other 'ologies added. When one considers that the insect world numbers over 400,000 species, it would seem to be a sufficient theme and branch for one man. In France this is made a special matter of Government attention. For instance, no sooner do caterpillars appear in any one of the cantons than orders are issued to the peasants to 'uncaterpillar' their trees, and it is done. The same Government, to protect the country against the ravages of locusts, pays a bounty of so much per bushel for the bodies and eggs of these insects.

This shows that emperors and kings do not think it beneath them to protect their people from these minute enemies. But perhaps some sceptical persons may question whether any thing can be done. Let us take the single instance of Sweden, where once the royal dock-yards were being ravaged by borers (the larvæ of the *Lymexylon Nivale*), which destroyed a large amount of the timber, rendering it unfit for naval purposes, causing an annual loss of millions of dollars. The King called on the great Linnæus to examine into the matter and devise a remedy. He did so, and gave it much study. He found that the fly whose larva did such damage laid its eggs in the timber in June; and the remedy proposed was to immerse the timber in water; and this was found to be effectual.

I agree with Dr. Fitch, of New York, that there is no noxious insect that may not be opposed and counterworked; and for this task study and long series of experiment is needed. There are, according to Dr. Fitch, sixty noxious insects, the enemy of the apple-tree alone, in New York. Now, can a few laborers and students in science cope with such an army?

The speaker would deprecate the inference that the insect world were useless and should be done away with. He referred to numerous familiar instances where insects added indirectly to the comforts and luxuries of life—as the bee, the silk-worm, and others. He thought, indeed, that the direct benefits were less than the direct injuries. They did much, however, to keep down one another. He referred in detail to the beneficial labors of the so-called cannibal species of insects, which constitute, it is estimated, one-fourth the whole number. Much may be done in keeping down the noxious insects by protecting and encouraging the propagation of the cannibal species.

Dr. Oliver Everett, of Dixon, read a paper on the Geology of the Rock-river Valley from Oregon to Sterling, illustrated by a map and specimens of the rocks.

Dr. E. R. Roe, of Bloomington, contributed a paper upon 'Some Features of the Drift Formation in McLean County', dating back the geological history of the county to the early period of the great drift.

Dr. Samuel Adams, of Illinois College, made an oral statement of his views upon a 'Plan for the Elementary Study of Natural History'. He inculcated the synthetic teaching of the system, as more clearly, definitely and intelligently fixing in the mind of the student its analysis. There was such a lack of time as to prevent the speaker from any amplification of his views. It was not the lecturer's intention to detail any curriculum of study, but to hint at some principles which should guide and shape the course of the teacher. The object of education is claimed by one class to be the discipline of the mind; by another class it is contended that education should pursue those branches which have a practical bearing upon the subsequent pursuits of life. He agreed with neither course fully. As in mesmerism it is the design of the operator to place himself in practical and intelligent communication with the subject, that by his aid he may see that which he wishes; so, that education best fulfills its end which places the student in intelligent communication with the knowledge of the universe and enables him by its aid to see clearly where he wishes. There is no reason why the student, upon leaving elementary schools, should not be as well prepared to enter at once upon any of the specialties of Natural History as to study any of the professions. The object of philosophy is the explanation and classification of facts. It is necessary to understand the forces which cause the changes and the stability of matter, and the laws in accordance with which these forces act.

Among bodies undergoing change we perceive some retaining their identity, as animals, plants, and crystals. As an illustration of the plan let these three permanent embodied forms be selected. There is the general type, and the individual form. The individual form is defined as a body existing naturally, and which can not be divided without losing its perfection or nature. Natural History has for its object the study of individual form, in order for classification.

The rule in classifying is, that the highest idea should govern. The student's mind being directed to the discovery of some law underlying the construction of the objects in these three classes, and distinguishing them from other forms of matter, finds it in the idea of symmetry. Seeking how far he can pursue this idea of symmetry, he discovers that he can subdivide all these objects into three great classes—the axi-angular, having their parts symmetrically arranged in angles, which are the crystals; the axi-radial, having their parts symmetrically arranged in reference to centres, which are the plants; and the bilateral, having their parts symmetrically arranged in corresponding halves, which are the animals.

In accordance with our law for classification, this idea of symmetry is the guide for the study of crystals, for it is the highest idea realized in them; fulfilling this they attain the end of their existence. Seeking how far he can pursue this idea, he discovers that crystals can be divided into groups, governed by the relative length of the axes, the inclination of the angles, and the number of angles. Thus far the student has been led clearly, his mind pleased and relieved from the tedium of dry details. He is now ready to enter upon the study of the formation of crystals.

Turning to plants and animals, he sees that here symmetry is not the highest idea, but something is superadded. There are fixed principles and successive changes of place. The parts coöperate, combining their action for some general result. The parts exist not for themselves, but to do offices for the being. Taking, then, as the highest idea the subserviency of means to an end, in application of this he is led to inquire which is the higher, the means, or the end—the instinct, or its use. He decides the use; for he perceives that it controls structure. But he sees that uses have two appointments—the growth and development of the peculiar kind of life of the individual, and the perpetuation of the species. Taking the growth of the individual as the higher idea, he has now as his leading idea that the parts coöperate to develop the individual. Take Zoölogy as the subject for classification under the governing of this idea. The student looks at the highest end realized in animal existence. It is plain that it is higher than that of plants, being distinguished from them by possession of sensation and voluntary motion. Taking voluntary motion as the ruling idea in classification, how is this end attained? The student finds, from types of structure governing the mode of action, the Vertebrates, the Articulates, the Mollusks, and the Radiates.

To illustrate farther, take a class, and what is the highest end to be obtained by its voluntary motion. There comes the idea of food as necessary to existence. Using the parts most accessible and obvious, attention is directed to the teeth, and the student finds that the forms of teeth bear definite relation to different kinds of food. The mode of progression he finds to bear some reference to food, as, whether adapted to climbing, etc.

The development of ideas in this way leads the student to the same results given in the text-book, but renders the study luminous and definite, he having been led to intelligently appreciate clear general principles which will serve as bases of reference. This process is not intended to be pursued in minute classifications, but only to subserve the ends of an elementary education in Natural History; and for this

purpose minute knowledge of orders and genera is not necessary. The object to be accomplished is the placing the study in the light of clear general principles, whose application should commend itself to the student. Thus the breath of life is infused into the dry bones of the system, and the student is allured to the threshold of Natural History, where he can clearly perceive the pathways of its three great orders, each with its suit of specialties, which he is now prepared to follow, if desire impels him and Science claims him as her own.

The remainder of the morning session was occupied in a discussion and comparison of observations on recent tornadoes. It was participated in by Mr. Shaw, Prof. Adams, Prof. McChesney, Dr. Roe, and others. No definite theory was advanced, however. Dr. Everett thought it would be well, and of advantage in giving a direction to inquiry and investigation, if a series of questions were made out, suggesting and calling attention to such incidents and conditions as might be a guide in systematic research by observers. No definite plan was arrived at previous to adjournment to Thursday morning.

THURSDAY MORNING, 8 o'CLOCK.—The Society met, to complete its business.

Dr. Roe presented a report, which was adopted, on the subject of a plan for increasing and preserving the Library of the Society.

The following resolutions were adopted :

Resolved, That the Natural History of this country is of sufficient importance to all industries to warrant the energetic efforts of educational men to promote its study.

Resolved, That, as auxiliary to this, we recommend the organization of Natural History Societies in counties, towns, and schools, to coöperate with this society, and we hereby pledge to such *our* coöperation and assistance.

Resolved, That we commend every effort upon the part of authors and publishers to simplify works on Natural Science and adapt text-books to the wants of our common schools.

Resolved, That a scientific survey of the State is of so great importance to the agricultural and mineral interests as to demand legislative action and assistance.

Resolved, That, as the railroad corporations of this and adjoining States have generally given their facilities for prosecuting our work, we honor them for their wise policy, and gratefully appreciate their kindness.

Resolved, That we appreciate the services of Superintendent Wilber and the other working members in their labors for the Society, and for the diffusion of a more general knowledge of Natural History among the people.

Resolved, That, as the efficiency of this Society depends greatly upon the collection and record of facts, we recommend the members to keep a detailed record of their observations, to be placed on file and a summary of the same to be reported to the Society.

The Society appointed the following commissions for the ensuing year in the several departments :

Botany — Dr. George Vasey, Ringwood ; Dr. Rauch, Chicago ; E. Hall, Athens ; M. S. Bebb, Salem ; Dr. F. Brendel, Peoria ; Dr. S. B. Mead, Augusta. *Geology*

and *Mineralogy*—C. D. Wilber, Bloomington; J. W. Foster, Chicago; M. L. Dunlap, Champaign; Dr. Oliver Everett, Dixon. *Paleontology*—J. H. McChesney, Springfield; Dr. M. Davis, Oswego; J. P. Reynolds, Salem; James Shaw, Mt. Carroll. *Conchology*—J. W. Powell, Wheaton; Dr. Lucius Clark, Rockford; Dr. E. R. Roe, Bloomington; M. S. Bebb, Salem. *Entomology*—B. D. Walsh, Rock Island; Cyrus Thomas, Murphysboro; Wm. LeBaron, Geneva. *Herpetology*—Robert Kennicott, West Northfield; U. D. Eddy, Bloomington. *Ichthyology*—Dr. Adams Nichols, Quincy; Dr. Wm. H. Gethens, Hamilton. *Ornithology*—R. H. Holder, Bloomington; Dr. Velie, Rock Island. *Meteorology*—Dr. Samuel Willard, Bloomington; J. B. Turner, Jacksonville; F. L. Capen, Chicago.

The following are the officers-elect for the ensuing year:

President—Prof. J. B. Turner, Jacksonville. *Vice-Presidents*—Dr. O. Everett, Dixon; Dr. F. Brendel, Peoria; Dr. Samuel Adams, Jacksonville; D. H. Brush, Carbondale; Hon. A. S. Miller, Rockford; Dr. Edmund Andrews, Chicago; Hon. N. Bateman, Springfield; M. L. Dunlap, Champaign; J. S. Jacques, Quincy. *Secretary*—Prof. C. D. Wilber. *Treasurer and Curator*—R. H. Holder. *Librarian*—Ira Moore. *Executive Committee*—C. D. Bragdon, A. M. Gow, James Booth, C. T. Chase, Dr. George Vasey.

The Society then adjourned.

Immediately after the close of the Normal-School Examination, the members of the Natural History Society convened in one of the recitation-rooms, and listened to a very interesting description, by Dr. Brendel, of Peoria, of a singular aquatic plant found in this country, accompanied by diagrams. The plant, the water-lily, is what is technically called a 'sport', not being subject to the usual botanic laws.

ILLINOIS AGRICULTURAL-EDUCATION CONVENTION.

A CALL was issued early in June by Committees of the State Horticultural and State Agricultural Societies, inviting all interested in Agricultural Education to meet in convention at Bloomington, on Wednesday, June 27th, at 2 P.M. Of the beginning of the present movement we gave an account in the March number of the *Teacher*, p. 118. The call expresses the "hope that all persons who are interested in the subject of Agricultural Education will be present, and aid in devising measures for the establishment of a permanent system of agricultural education, on a practical and economical basis," and continues thus:

"The duty of the State to furnish the means for at least a certain amount of education to all its citizens has come to be universally admitted; and the munificence of the General Government has provided a fund, now held by the people of this State, which is to be applied to the higher educational wants of the pub-

lic. The Legislature has recognized the propriety of applying the fund to the purposes for which it was designed, and has very properly established the first department of a University, in the Normal School now in successful operation at Bloomington. Next to supplying teachers educated for their profession, no other object of instruction interests so large a proportion of the inhabitants of this State as that of Agricultural Science. No department of human industry in which so many are directly engaged exists as that of Agriculture; and upon its successful prosecution the prosperity of all depends.

"Modern science, in its application to the arts, has done much for Agriculture; but to render what has been done available to the greatest number, and to increase the fund of existing knowledge, some further means are needed. None promise more, as it seems to the undersigned, than a judicious system of Agricultural Education.

"To devise the best means of attaining this object will be the business of the convention now called. It is hoped that many, not citizens of this State, whose attention has been directed to this subject will be present, and give us the benefit of their experience and reflections. If a full attendance of those interested in this great enterprise can be secured, it is believed that much good may be effected, and that a plan may be devised which will secure the coöperation of all, and which may be triumphantly carried into effect."

At the time appointed the convention met in Phoenix Hall, Bloomington, and was called to order by Mr. Denio, of the Agricultural Committee. Capt. James N. Brown, of Sangamon Co., was chosen President; Messrs. J. B. Chandler, Wm. H. Van Epps, and Benjamin Vancil, Vice-Presidents; and Messrs. J. P. Reynolds, Samuel Edwards and O. P. Galusha, Secretaries.

A roll of persons wishing to become members of the Convention was made.

The committee who called the convention were called upon to present something for its action. Mr. Denio responded that the committee had no report to make or resolutions to present; that the whole matter was left unshaped by the committee; and that they hoped for a free interchange of thoughts and feelings before proceeding to action. He named persons present from whom all would be glad to hear.

Mr. C. T. Chase was first called for, and responded. He stated that, at the request of his associates of the Horticultural Society, he had visited in person, as far as time would permit, the greater number of the institutions for agricultural education in this country. If a name, an organization, good professors and facilities, constitute an agricultural school, then we have several. The difficulty was that at the greater part of such institutions the classical literary branches of education absorbed the principal attention, and there was little devotion to the practical application of science to agriculture. Very many experiments had been tried; and the whole project of agricultural schools might be said to be yet, in this country, in the transition stage, in the stage of experiment. Near Cincinnati there was an institution pro-

fessing to give agricultural education ; but agriculture was not taught, nor was there even the indispensable professorship of agricultural chemistry. Thinking that information on this subject might be obtained from the Smithsonian Institute, Mr. Chase had visited Washington, where he was treated in the kindest manner by Professors Henry and Baird, the Secretary and assistant Secretary of the Institute. Though their time was fully engaged in the prosecution of duties then weighing upon them, they conferred fully with him on the subject, and very much facilitated his subsequent inquiries by furnishing him with letters of introduction.

At Bladensburg, a few miles from Washington, was the Maryland Agricultural College, which had been in operation about eight months. A body of men subscribed for the purposes of this institution \$50,000, of which sum one-half had been paid. The State had granted the sum of \$6,000 annually, as an endowment. One gentleman from Louisiana had made an annual endowment of \$2,800 for eight years, to endow an agricultural professorship. The professors having charge of the various departments were of high reputation. The building was a large five-story one, capable of accommodating 120 scholars : less than half that number is in attendance. By the rules, the pupils were required to work in the field three hours each day. They do, in fact, work about two hours—some working very cheerfully, and some taking to it hardly, not seeing the necessity in their circumstances of working. I was informed by the officers that the work done by the boys cost all it was worth, since they had to have it all gone over again. The institution has professorships of Latin, Greek, and Mathematics, and an enthusiastic Entomologist, who lectures two hours each week, and has infused his enthusiasm into his scholars. The entomological professor receives no salary or remuneration. The institution is laboring under some pecuniary embarrassment ; difficulties of a serious and unfortunate nature have arisen between the Trustees and the Faculty respecting the details of its management, which have somewhat impaired its efficiency. The course of study is not yet well defined, but it will be seen from the ages of some of the pupils admitted that it must necessarily be preparatory for such as are quite young. Efforts appeared to be used to make it as *agricultural* as the circumstances would admit of. Time will be required for its development.

In the vicinity of the large cities of the East, there are a number of Farm or Reform Schools, designed for the rescue or reformation of children whose exposure to vice or destitution have rendered them the especial subjects of public regard. The practical workings of these schools is exceedingly interesting and their results beneficial,

but they do not come within the range of our present investigations.

In many places benevolent persons are founding horticultural schools on a small scale. Near New York City one has lately been amply endowed by a lady, having for its object the instruction of females in horticulture. The eastern colleges of the highest standing have, within a few years, established an elective or scientific course, in which Natural History is given prominence, and several other branches related to agricultural pursuits are taught.

I may here remark that at these institutions the scientific course is regarded as subordinate or inferior to the classical course. The professorships are not generally so well endowed, and, although equal devotion may be obtained in the professors employed, it is not easy to command as high grade of talent, cultivation, and practical experience, in such positions, nor can they have an equal chance to display their ability. Neither is it to be expected that time-honored literature will at once yield to youthful science her belt and crown without a struggle.

In view of this fact, the friends of science have encouraged the establishment of scientific schools separate from colleges, on a basis peculiarly their own. The Lawrence Scientific School of Cambridge, and the Polytechnic College of Philadelphia, are examples of the kind, and are institutions of high grade. The latter proposes soon to engraft upon its programme an Agricultural Department.

There is at Bolesbury, Pennsylvania, what is called a Farmers' High School, but it is a school where higher branches are taught for the benefit more especially of farmers' sons. As yet but little has been done in it in the way of agricultural education. In the State of New York an effort has been made to found an agricultural college. The State has loaned a sum for twenty-one years for the purpose of carrying it on. Land has been bought at Ovid, on Seneca Lake, and buildings erected, with the expectation that it will be in successful operation next fall. This is a manual-labor school.

In the Constitution of the State of Michigan, adopted August 15, 1850, we find the following clause: "Sec. 11. The Legislature shall encourage the promotion of intellectual, scientific, and agricultural improvement; and shall as soon as practicable provide for the establishment of an Agricultural School."

Twenty-two sections of swamp lands were appropriated for the purpose. By an act of the Legislature, February, 1855, provision was made for the sale of lands and the establishment of an Agricultural College, the expense not to exceed \$56,300. In February, 1857, \$40,000 additional was appropriated for carrying on the College two

years, and last year a further appropriation of about \$40,000 more was given. The act of organization provided that the College should be located within ten miles of Lansing.

A farm of 676½ acres was purchased about 3½ miles from Lansing. This tract was covered with a dense forest of heavy first-growth timber—a few acres only being cleared. • Lansing is situated 50 miles from the Michigan Central Railroad.

Two buildings 100 by 50 feet, 3 stories high, were erected, one for a college and the other for a boarding-house. The Professors lived at Lansing, 3½ miles distant. The accommodations were sufficient for fifty pupils, yet the applicants for admission at the opening of the third term were 200. The students were required to labor each day. They were allowed a dime an hour for their services. In his report, April, 1855, the President says: "We now have evidence to expect that the students will perform during the same period of time nearly as much agricultural labor as the average of full-grown laborers throughout the country; though perhaps that is entertaining a very sanguine expectation." Fair residences for the professors and various out-buildings have been erected, and stock imported and purchased.

A four-years' literary course of instruction was adopted. Among the higher studies pursued, some attention was paid to surveying, leveling, etc., and experimental, agricultural and analytical chemistry. Although the accommodations were sufficient for less than 60 pupils, 120 were received.

The summer of 1858 was exceedingly unpropitious for this institution. The farm was new and stumpy. They had undertaken to raise a considerable amount of grain, but the weather was unpropitious, early and late. During the summer 100 acres of heavily-timbered land were cleared and logged, stumps extracted, tile laid through quicksands; in all which labor the students participated. They also had charge of the stock and the buildings, and waited on the tables. In addition to this, it was attempted to establish a grand university, in which the entire general range of human knowledge was to be taught.

It is scarcely necessary to remark that, under all this, the Michigan Agricultural College was in deep water, and had touched bottom. A thorough organization has since taken place—only one of the original professors being retained, and strong hopes of ultimate success are now entertained.

A large number of the students and the President were compelled to leave the institution in consequence of sickness, and many who remained were invalids. At one time but about thirty were in the field. The discouragement was almost equally severe for several weeks, and extended with more or less severity over a period of three months.

A bill passed the Legislature of the State of Iowa in 1858 authorizing the establishment of an agricultural college. A large prairie farm has been purchased, and a Board of Trustees appointed. The Trustees have chosen from their number a Secretary, who devotes his time to the interests of agriculture in the State, attends the fairs in his own State and in other States, procures valuable seeds, recommends implements, stock, etc., for introduction. The buildings are not yet erected. It is believed that the State will not change its policy in this regard, but on the return of prosperity the plan will be put into execution.

In other States the initiatory steps have been taken for a similar object, to which the report makes reference somewhat in detail.

It yet remains to speak of the course of agricultural lectures at Yale College, in the month of February last. It was a novel one, its results a rare success. I need not detain you with the history of this; it is familiar to us all. But very few persons outside of the State attended, and yet it paid. The effect was most happy upon that region of country. Bringing together so many men of high qualifications from different sections of the Union, and hearing their addresses, the results of observation, experience, and study, as well as the private conferences in a social way, were highly gratifying to the projectors of the plan. We feel here, in this remote region, the effects stimulating us onward in hopes of better things; and here let me ask, if successful in it, why would not such a course be successful in Illinois?

The general result is that nothing has yet been substantially and effectively done for the cause of agricultural education; yet, what has been done has had its good results in pointing out the dangers to be avoided, and may be regarded as a kind of pioneer work in the enterprise. And it remains for the State of Illinois, ignoring all sectional and political jealousies, simply striving for the best manner and the best men, to carry forward this noble work to a successful and prosperous issue.

Mr. McChesney, of Springfield, expressed his interest in the objects of the Convention, and his firm conviction of the possibility of their attainment. He gave information in addition to that given by Mr. Chase, respecting a movement in this State in connection with the University of Chicago: its charter has provision for an agricultural department, and such will be opened next September. The endowments are liberal, and it is intended to fill the agricultural department with the best obtainable instructors. Lands have been offered for an experimental and model farm, which will be opened some where near the city of Chicago. Mr. McChesney added that he had been honored with an appointment to a professorship in the University, which he

would probably accept; and, though his place would not be in the Agricultural department, his aid is expected in carrying out the plans in that line of effort. He stated these facts as so much further information as to what is attempted and done, and promised hearty coöperation in all the undertakings of this convention. His personal relation to the effort named did not lessen his interest in the great cause.

Mr. J. B. Turner next was called for, and addressed the convention. He began by contrasting the earnest interest of the present convention with the state of things a few years ago, when the first laborers were striving, against the discouragements of universal apathy or contempt, to arouse attention to this great cause. The world moves. The speaker suggested the necessity of union, and the entire abandonment of sectional interests. He deemed the failure of agricultural schools heretofore to be due to making manual-labor schools of them, to entanglement with State and political interests, and to the placing at their head some one whose tastes and spirit were not agricultural. To put an elderly clergyman at the head of an agricultural school was like placing General Scott in charge of a theological seminary. The speaker advocated as a source of endowment the procuring the passage of what is known as the Morrill Bill. He deprecated any jealousy of the school located at Chicago; the State was a broad one, and he was only sorry that the noble work commenced at Chicago was not four-fold in its extent. He suggested the placing of the agricultural school in charge of men appointed by the two great and permanent organizations, who are chosen by the farmers and mechanics at large.

The discussion was continued by Messrs. G. W. Minier, B. G. Roots, W. H. Van Epps, and others. Mr. Van Epps said that citizens of Lee county would willingly give to such an institution as is wanted property in land and buildings worth \$25,000. A letter was read stating that citizens of Urbana would give large amounts toward it if located there. The speakers all, however, deprecated any action that should commit the convention to any local, sectional or personal interest.

A committee was appointed, consisting of Messrs. Turner, Chase, Roots, Denio, and Overman, to draft a series of resolutions and present them at the evening session. The resolutions were reported at the evening session, and, after discussion and amendment, were adopted, as given below; after which the Convention adjourned *sine die*.

WHEREAS, The true wealth and glory of all States depends upon the development of the real manhood of its citizens; and *whereas*, the great majority of the citizens of this State are, and must ever be, tillers of the soil, and the present means for the education of the children of our industrial classes so as best to fit them for the duties of their several callings, and the still higher duties of American citizenship, are, at best, but very defective; therefore,

Resolved, That the time has now fully come for the endowment and organization

of such additional institutions, departments, or courses of public instruction, as will more fully meet the wants of the industrial classes of the citizens of this State.

Resolved, That this Convention hereby requests the Executive Committees of our State Agricultural and Horticultural Societies to appoint a committee whose duty it shall be — 1st, to memorialize Congress to grant to each of the States of the Union such aid as was contemplated in the bill called the 'Morrill Bill', which passed the House and Senate at a recent session; 2d, to memorialize and urge our State Legislature to renew their petition to Congress for the same substantial aid; 3d, to urge the establishment by the State Legislature of a school or department of agriculture, under the general direction of a board appointed conjointly by the same State Agricultural and Horticultural Societies, for this purpose; 4th, to provide courses of lectures on agriculture and horticulture similar to the course at the late session in Yale College, to be delivered at such times and places as they shall deem most fit; and to take all measures needful to secure these results.

Resolved, That, in our opinion, a prominent place should be given to Natural History and Agricultural and Industrial art in all our institutions of popular education, and especially in our normal and common schools; and that it should be the first care of the State to raise up a corps of able teachers, competent to instruct in these departments in all our schools.

Resolved, That we rejoice in all efforts made in our State, in whatever quarter, to realize these results, and that we will encourage and aid all such efforts in any way which a wise use of our means will allow.

Resolved, That we especially approve of the efforts being made in our colleges to meet this great want of the age.

Resolved, That this Convention would respectfully recommend to the presidents and officers of our county and local agricultural, horticultural and mechanical associations to call a meeting of their respective boards or societies, to take into earnest consideration such measures as they may deem most expedient, and to co-operate with the State Societies and with this Convention for the attaining the above-mentioned ends.

Resolved, That we recommend to the directors of each school-district to call meetings in their several districts to discuss the subject of education, and to consider what further means of education they most need.

Resolved, That we recommend to all our fellow citizens in the selection of their candidates for public office and trust, ever to keep these interests properly in view.

RECREATION.— An indirect advantage, but a very considerable one, attendant upon various modes of recreation is, that they provide opportunities of excelling in something to boys and men who are dull in things which form the staple of education. A boy can not see much difference between the nominative and genitive cases—still less any occasion for aorists; but he is a good hand at some game or other, and *he keeps up his self-respect*, and the respect of others for him, upon his prowess in that game. He is *better* and *happier* on that account. And it is well, too, that the little world around him should know that excellence is not all of one form. . . . And with reference to our individual cultivation, we may remember that we are not here to promote incalculable quantities of law, physic, or manufactured goods, but to become MEN — not narrow pedants, but wide-seeing, mind-traveled men.

Extract.

EDITOR'S TABLE.

THE AGRICULTURAL-EDUCATION CONVENTION.—The meeting of this convention and its proceedings we view as matters of no little interest to the cause of Education in Illinois. Whether its schemes and movements prove successful or unsuccessful, they involve great interests. We attended the session of the convention, and saw there a small body of intelligent and earnest men, who had come together with the conviction that now something can be done, and with the determination that something must be done, to give the young farmers of Illinois the same opportunity to enter upon their work of tilling the soil with the same basis of scientific knowledge which is attainable in their several departments by the doctor, the civil engineer, and the merchant, from their professional schools. It was a small body, but not therefore a weak one, for it was representative. We think it did not lack the presence of those who had their private plans and purposes in view much more than the interests for which the mass of the body was acting; but we take their presence as testimony to the strength of the movement.

The good judgment of the convention kept it from favoring any special scheme of location or connection with any other existing or purposed institution. Such an institution as they wish being as yet, so far as America is concerned, an experiment, it is most appropriate that its interests be cared for by men selected for no other purpose; that its location be chosen for its own needs; that it be hampered by no conflicting or indifferent attachments; and that the risk of failure and the honor of success be hinged upon nothing but the merit of the movement and the skill of its management. The report of Mr. Chase shows that hitherto no school of the kind desired has been a real success in this country; but reasons are easily found for the lack of success. If a school is *called* an Agricultural School, but is placed under the management of men who are not agricultural but are bookish men, any failure that may accrue is not really a failure of the Agricultural School, but of the unpractical bookish managers. It is said that the Michigan Agricultural School failed. We do n't believe it. The Legislature failed to give it a fair chance to live: they imposed a silly condition upon the location, that it must be within ten miles of the State capital, and then put it under the control of the State Board of Education. We say the Legislature and the Board of Education failed. If the same things should be done in Illinois with the same result, the failure would be of the same parties. As in this State a Normal School has been established away from all colleges, that its peculiar purposes might be wrought out free from disturbing influences and under the control of its special friends, so the new experiment can have fair play only when it maintains its independence.

Few in the convention seemed to know what is wanted in an agricultural school, and there was, in consequence, a lack of definiteness in much that was said on the character and results of such a school. The friends of the movement will find a plan for an agricultural school, drawn up by Prof. Porter, of Yale College, in *Barnard's Journal of Education*, Vol. I, and in the last number of the same journal, June 1860, No. 21, they will find a very interesting and instructive article on Agricultural Education in Europe, with full accounts of the French national system, of a German school at Hohenheim, and of the schools in Ireland.

BALTIMORE AND OHIO RAILROAD EXCURSION.—In our last number we spoke of the courteous and liberal act of the Baltimore and Ohio Railroad Co. and the connecting lines in giving all western editors excursion tickets to visit Baltimore, Washington, and Mt. Vernon, between April 15th and June 15th. We took advantage of their kindness in a three-weeks' trip, from May 21st to June 9th. Laying aside labor and casting off care, we went, determined to find enjoyment in the journey. Traveling by day only, we chose our stopping-places for their convenience or for some object to be seen. Thus we spent several hours of daylight in the beautiful city of Columbus; viewed its grand State-House; looked on awhile at the boring of the artesian well, now the deepest in the world (2,400 feet), and as yet without water; walked out to the Insane Asylum along its beautiful, broad High Street; saw a friend in the Asylum; and in the evening at a political gathering heard and saw for the first time Ohio's great statesman and noble man, Salmon P. Chase. Next morning we passed through Central Ohio to Wheeling, and began to see the famous route of the B. & O. R. R.

It is not ours to tell of the beauty and grandeur of this road that winds among hills and mountains or climbs their sides or rushes into their very bowels to make its way. We have traveled on each of the four great routes from the West to the East: each has its own special advantages and attractions; but whoever can should at least once choose to pass over this road by daylight. We should like to be several days upon it, stopping here and there to enjoy those beauties and sublimities of which a brief glance only was allowed by the headlong haste of the iron horse. We could not but think of our first transit from East to West, thirty years ago, when only nine miles of railroad were to be found in America, a part of this very road. And this great work, which cost \$31,000,000, was entered upon without precedents of construction, and carried forward by the energy and skill of Latrobe, and Fink, and Boilman, and Swann. A few statistics show how great is the work. The entire length of first track, including branches to Washington, Frederick, and Parkersburg, is 519 miles; number of bridges, 186; length of bridging, 15,988 feet, about 3 miles; one bridge across the Monongahela cost about a half-million dollars; number of tunnels between Baltimore and Wheeling, 14; length of same, 12,694 feet; one of them, the Kingwood tunnel, 4,100 feet in length, cost more than \$1,000,000, and cost in time three years for excavation and a year and a half for arching. Such gigantic natural objects heighten the grandeur of the achievement effected by Latrobe and his associates. About sunset we reached the Potomac, after traveling down a grade which extends unbroken for seventeen miles. Thence to Cumberland, the valley of the Potomac reminded us some times of the Mississippi, but oftener of the Hudson. Resting a night at Cumberland, which is lapped in a nook of mountains, we went on to Harper's Ferry and spent half a day amidst its grand scenery. When a boy in school we read in our reader an extract from Jefferson which described in strong language the scenery of Harper's Ferry; and after thirty years we gratified our boyish wish to see the place. We would gladly have prolonged our stay and climbed other mountains and ranged further; we think we shall never forget the views which we had of the valleys of the Potomac and the Shenandoah from the mountain opposite the town.

In Washington we found much to interest a stranger. In our thoughts Washington was only the political metropolis, and we thought that the Capitol would prove its principal attraction to us. We thought we should often go thither to see and hear the famous men gathered in its halls. But we soon tired of them and found pleasures elsewhere. The Japanese were there, and we gave them some attention; but a few glances satisfied our curiosity. If any of our readers go to Washington without a friendly guide, let us tell them to calculate on giving time to the museums at the Smithsonian Institution and the Patent Office, and to the Conservatory in front of the Capitol. Of course they will expect to see the public buildings and the statuary; but they will not have anticipated how much of the beautiful and curious there is in these places above named.

In the Conservatory we saw—attracted thither several times and always seeing new wonders—the Coffee bush, Papyrus, Clove, Cinnamon, Cassia, Palms of various sorts (sago, date, wine, fan, and Brazilian), Rosewood, Pitcher-plant, Arnotta,

Vanilla, Guava, Camphor, Olive, Pulque, Talipot, Screw-Pine, Plantain, Banana, India-Rubber tree, Tea-plant, and many others hardly less remarkable. The Smithsonian Institution offered in its museum halls and Indian gallery amusement for more than one day. In the Patent Office we were disappointed: we expected to take pleasure in studying the models of inventions, countless evidences of the ingenuity of the American people; but they are not so arranged or numbered and catalogued that one can take any pleasure in looking at them. The museum, here however, is rich in curiosities, particularly in relics. Here we saw Washington's camp-equipage; the suit which he wore at the close of the war; his sword; his writing-case; treaties with the signatures of Bonaparte, Louis XVI, Louis Philippe, Louis XVIII, Franklin, Bernadotte, and others; the press used by Franklin when he was a printer in London; the sarcophagus of Alexander Severus; and, most interesting of all, the Declaration of Independence and the Commission of Washington.

Our visit to Mt. Vernon was hardly pleasant. The property was in a transition state, between the occupation of John A. Washington and the possession of the Ladies' Association; the rooms of the house, even on the ground floor, could not be visited; there was an appearance of dilapidation and decay which was unpleasant; and the watch which is kept to prevent people from carrying off any thing whatever as a memento is very irksome, however necessary. When the Association has possession of the premises it will be a pleasanter place. The saddest thought to us, however, was that the people visit the tomb of the patriot and forget the principles of liberty for which he spent his ripest years.

NECROLOGY.—ALBERT SMITH, an English literator of some note, died last May. His greatest notoriety was from his 'Expedition up Mount Blanc'. He gave a lecture on that subject, illustrated with pictures, and delivered in a dramatic style: it was so successful that he repeated it again and again. Says the *Tribune*: "For two hundred and fifty nights every year of the past nine years he has drawn continuous crowds to witness, but for a short interval in one year, the same entertainment, afforded, unassisted, by the same man."... HORACE HAYMAN WILSON, born September, 1796, died May, 1860. He studied medicine and went to India. Studying the Sanscrit language and finding himself without a good Sanscrit-English Dictionary, he made one himself, which appeared in 1819, and was gladly received by scholars. In 1833 he was appointed Professor of Sanscrit at Oxford, and returned to England. He has written several works on Oriental languages, history, and mythology.... THEODORE PARKER was born at Lexington, Massachusetts, August 21, 1810, and died at Florence, Italy, May 10, 1860. Mr. Parker was most extensively known as a preacher of certain doctrines and as a zealous anti-slavery orator; but he was equally worthy of note as a philanthropist and reformer in all directions, and for his learning. In the cause of education he took a great interest. He was familiar with about twenty languages, and could read five more. When he was twenty-one years old he had gone through three years of the Harvard course, with an extra amount of Latin, Greek, and Mathematics; he had read Virgil twenty times, Horace nearly as many, and could recite the finest passages of each. His memory was so retentive that he could repeat whole volumes of poetry, and retain hundreds of lines upon a single reading. His style of writing was simple, but strong and beautiful: some passages are hardly to be surpassed in the language. He died of consumption and hard work in over-study.

THEODORE PARKER'S LIBRARY consisted of 17,000 volumes, of which only about 3,000 are in the English language. He generally bought such books only as were not to be found in public libraries. He knew the exact position of every book, and was master of their contents, even of the appendixes and notes. This library is bequeathed, with a few reservations, to the public library of the city of Boston.

IOWA.—We learn that the Iowa State Teachers' Association is to meet at Tip-ton, August 28th.

AMERICAN INSTITUTE OF INSTRUCTION. — The Thirty-first Annual Meeting of the American Institute of Instruction will be held in Boston, at the Tremont Temple, on the 21st, 22d, and 23d days of August. The Board of Directors will meet on the 21st, at 11 o'clock A.M.

The Public Exercises will be as follows: On *Tuesday*, the 21st, at 3 o'clock P.M., the meeting will be organized for the transaction of business. The usual addresses of welcome will be made, after which the following subject will be discussed: *Is it expedient to make Calisthenics and Gymnastics a part of School Training?* At 8 o'clock P.M., a Lecture by C. C. Felton, LL.D., President of Harvard University.

On *Wednesday*, the 22d, at 9 o'clock A.M., a Discussion. Subject: *Has purely Intellectual Culture a tendency to promote good morals?* At 11 o'clock A.M., a Lecture by Prof. E. L. Youmans, of New York city. At 3½ o'clock P.M., a Lecture by Prof. James B. Angell, of Brown University. At 8 o'clock P.M., a Lecture by Rev. W. Ormiston, of Hamilton, Canada-West.

On *Thursday*, the 23d, at 9 o'clock A.M., a Discussion. Subject: *The Proper Mode of Examining Schools, and of Reporting thereon.* At 11 o'clock A.M., a Lecture by M. T. Brown, Esq., Superintendent of Schools in Toledo, Ohio. At 3½ o'clock P.M., a Lecture by Rev. A. H. Quint, of Jamaica Plain, Mass. At 8 o'clock P.M., Addresses by gentlemen representing the several States of the Union.

Ladies attending the meeting will be welcomed to the hospitalities of the citizens of Boston. Those who purpose to be present will greatly oblige the Committee of Reception, and will save themselves some inconvenience, by sending their names, as early as possible, to Mr. B. W. Putnam, Quincy School, Boston. The committee will be found at the Tremont Temple, August 21st, at 9 o'clock A.M.

The preparations for the intellectual and social entertainment of the Institute, at its next meeting, are such as can not fail to render the occasion one of great pleasure and profit.

B. W. PUTNAM, Recording Secretary.

D. B. HAGAR, President.

DELAY. — We have held back the *Teacher* purposely this month, in order to give the reports of the proceedings of the Natural History Society and of the Agricultural-Education Convention, and the account of the graduation exercises at the Normal University. We were present at the meetings referred to, but are indebted for our sketches principally to the reports of the *Chicago Press and Tribune* and the *Chicago Times*; especially to the latter.

ANNIVERSARY WEEK. — We learn that a report of the proceedings at Bloomington during the anniversary week of the Normal School will be issued from the office of the *Press and Tribune*, containing reports of the addresses, papers, etc., pronounced before the Natural History Society, and the Convention; also giving an account of the Normal School and its exercises.

DR. ROE has received the nomination of the recent Democratic Convention for the office of State Superintendent, and we are glad to see it. The Doctor has always shown a zealous interest in education, and has no little reputation for ability and knowledge. We have already expressed our choice of the present incumbent, independent of his political relations; and the Doctor will excuse us for saying only that if the office comes into his possession, we hope that he may gratify us all with an administration of its duties suitable to his reputation.

MATHEMATICAL. — Our mathematical is postponed this month. H. S. writes to us that there is an error in the question from Gray's Philosophy in the June *Teacher*, p. 228; the velocity of the ball B is to be 10 feet per second instead of 5 feet.

WISCONSIN. — The Wisconsin State Teachers' Association is to meet at Milwaukee, Wednesday, August 1st.

PROF. JOHN OGDEN, late of Ohio, has become Principal of the State Normal School of Minnesota.

LOCAL INTELLIGENCE.

NORMAL UNIVERSITY ANNIVERSARY.—The anniversary of the Normal University began with the examination of classes on Thursday, which was held in Major's Hall, where the school has been since its beginning three years ago. Many spectators were present, including Governor Wood, and Jesse K. Dubois, Esq., State Auditor.

The classes examined in the forenoon were Mr. Potter's class in Virgil, one of Mr. Moore's classes in Arithmetic, and Mr. Hewett's class in Physical Geography. In two of these classes members of the class were called forward to conduct the examination, assuming for the time the functions of teachers. This was appropriate enough when the class under examination was the graduating class; but we thought it unwise when the class was one none of whose members have had lessons in the special art of teaching. This mistake was not made by any of the teachers of the school, however; but the request was insisted upon and granted despite the quiet suggestion of its impropriety by the teacher. The extemporaneous teachers, nevertheless, did not fail in the trial.

In the afternoon were examined Mr. Hewett's class in Ancient History, Mr. Moore's class in Botany, and Mr. Potter's class in English Literature. The examination of the class in Botany was very interesting, and indicated the thorough work of both teacher and scholars.

After the class in English Literature, the pupils of the Model School, under the instruction of Miss Mary F. Brooks, were brought upon the platform, being about thirty in number, and went through with a variety of exercises with their characteristic ease and promptitude. At the close of their work one of them came forward and on behalf of the pupils presented to Miss Brooks a beautiful writing-desk as a token of their affectionate regard. Miss Brooks was doing her last work for them, having determined not to retain her place longer. Mr. Hovey had to respond for Miss Brooks, whose heart was too full for speech. A more careful and laborious teacher than Miss Brooks has been will never be found to take her place; and, though childhood is fickle, she will not be forgotten by her little flock.

Thursday evening Rev. Thomas Hill, President of Antioch College, delivered an address before the Literary Societies of the University in Phoenix Hall. The beautiful day had closed with heavy showers, and the audience was consequently small. Mr. Hill spoke on the relation of Theology to a course of study, urging that no course of study can be complete which does not include some instruction respecting the great Creator and his relation to this world; and that such instruction should be given at every stage of the pupil's progress, in amount and degree varying with his advancement. To children we teach reverence toward God, and morals; to youth we should teach more, as they come into scientific relation to the universe, and should see it in its relation to the Creative and Providential Mind. So much should be taught as is essential to the scientific development of knowledge, and in so much all Christians are agreed, so that such teaching is not sectarian.

On Friday the graduating exercises of the Normal University were held in the University Building, which had been prepared for the occasion: most of its rooms were finished, but none were furnished except with temporary accommodations. Much rain had fallen during the night, and the clouds were lowering through the forenoon; but a large audience finally gathered into the hall.

The following was the Order of Exercises:

The Lord's Prayer. 'Horace Mann', Enoch A. Gastman, McLean county. 'The Fine Arts in the School-room', Mary F. Washburn, McLean county. 'The Agriculturist', Edwin Philbrook, Fayette county. Music—*Chorus from 'Masaniello'*—"Away, away, the morning freshly breaking." 'What Poverty has done', Silas Hayes, McLean county. 'The Worship of the Past', Elizabeth J. Mitchell, McLean county. 'Amusements', Peter Harper, Peoria county. Music—*Semi-Chorus* (male voices)—'The Ship of Union': Words by Longfellow, Music by Geo. F. Root. 'Our Calling', John Hull, Marion county. 'The Wealth of a Nation, in its Men', Frances A. Peterson, Lee county. Music—*Four-part Song*—"Never forget the dear ones": Geo. F. Root. 'Hereditary Opin-

ions'. Sarah M. Dunn, McLean county. 'Positive and Negative Men', Joseph G. Howell, White Co. Music—*Graduating-Class Song*: Arranged by C. M. Cady—

We walked, the morning sun beneath,
Glad wand'ring side by side,
Our hopes entwined, a pleasant wreath,
Bright friendship's smile our guide,
With heart and hand united sped.
United still in heart,
We now, toward separate pathways led,
Perchance for ever part.

We part ere yet the noon grows hot,
Or threatening storms appear,
While yet 'the evil days come not',
To cloud each joyous year.

Our feet shall tread in different ways,
Through sun and shade we'll roam;
Yet every path, through varied maze,
May lead to one blest home.

And when in evening shade we stand—
Our wearied earth-toil o'er—
Still longing for the unknown land,
For morning evermore—
Oh, may we to our God, the Light,
Uplift our gaze afar,
Beholding through the darksome night
The bright and morning star.

Granting of Diplomas. Prayer, by Rev. Alfred Eddy.

Mr. Moulton, President of the State Board of Education, conferred the diplomas upon the class, composed of those whose names are given in the Order of Exercises above.

The audience were then invited to the great Hall in the story above, where a beautiful and bountiful collation had been prepared by the ladies of Bloomington; and the festivity closed with toasts and responses from citizens and guests of the occasion.

Such is a brief sketch of the First Commencement of the State Normal University: an occasion to which the friends of the school, and still more the managers, teachers and pupils of the institution, had looked forward with hope not unmixed with anxiety. Mr. Hovey had exerted his utmost energies for months previous to get the new building ready for this day, and had borne heavy burdens of anxiety and care. The commencement was a great success; and all who had a share in it are entitled to the hearty congratulations of the friends of the school on the auspicious close of the first triennium of the institution. May it move on to brighter honors in the future!

SPRINGFIELD. — We learn that Rev. Francis Springer, late School Commissioner of Sangamon Co., is appointed Superintendent of City Schools, in place of Mr. S. M. Cutcheon, resigned.

BOND COUNTY TEACHERS' INSTITUTE met at Greenville on June 1st, evening. Addresses were delivered by Rev. N. A. Hunt on 'The Qualifications of Teachers', and by Rev. Thomas W. Hynes on 'The Duties of Parents in relation to the School'.

On Saturday morning, June 2d, the teachers met at the school-house. Reading-exercises were conducted by Mr. A. H. Davis. An address was delivered on 'School Government' by Rev. J. B. White. Then followed an exercise in English Grammar by Mr. W. Cunningham. Then came a discussion of the question 'Is it the teacher's duty to prohibit all whispering in school?' In the afternoon Mr. W. P. Wattle conducted an exercise in Arithmetic; Mr. Ed. Bigelow read an essay on Music; Mr. W. J. Floy read an essay on the Duties of Teachers and Parents. All exercises and addresses were followed by or accompanied with discussions of their subjects. About twenty acting or former teachers were in attendance, and determined to hold meetings monthly.

DOUGLAS COUNTY.—In some way we failed to get sight of the proceedings of the April Institute until after June 1st. Hence we did not notice it sooner.

The Institute met at Camargo, April 17th. Mr. Leal, of Champaign, was conductor, with assistance during the four-days' session from Dr. Cutcheon and Mr. Simeon Wright. Lectures were delivered by Rev. Mr. Wallace, Dr. Cutcheon, and Mr. Wright. Essays were read: on School Government, by Mr. Halsted; on The Teacher's Calling, by Mr. Albin; and on The Teacher's Rewards, by Mr. Patterson. The citizens of Camargo testified their appreciation of the zeal and skill of Mr. Leal by a pecuniary present, and the Institute closed on the evening of the 20th of April, there having been a very pleasant and profitable meeting.

Resolutions were adopted thanking Mr. Leal, Dr. Cutcheon, and Mr. Wright,

the hospitable citizens of Camargo, and the ladies who furnished a piano and music. Also the following :

Resolved, (1.) That we look upon the teacher's profession as one that may justly rank with the acknowledged professions of the day, and that there is as much need of preparation and drill to carry out our profession, as for those of Medicine, Law, or Divinity.

(3.) That any person who is in any way identified with the business of teaching, and who makes the attendance at Institutes (in those counties where they are organized) second in importance to any other business, may justly be viewed with distrust by the friends of education.

(5.) That each teacher should exact of the Board of Directors at the time of engagement, or before entering upon his duties, the adoption of a series of text-books and a general set of rules for the government of schools; and we recommend the adoption of the rules published by the State Superintendent in his circular, of March, 1860, and in the *Illinois Teacher* of April, 1860, so far as may be necessary.

(6.) That no teacher should be without the *Illinois Teacher*, and we recommend its general circulation.

WHITE COUNTY.—The *Grayville Independent* comes to the rescue of the honor of the citizens of Grayville, who were charged in a communication in the last number of the *Teacher* with neglecting the Teachers' Association to attend traveling theatricals. Bro. Clarke says that the reporter was mistaken: that it was not understood by the citizens that their presence at the meeting of the teachers was either desired or expected, and hence they did not attend; and that if there had been no show the citizens would not have attended any better, for the reason named. We are glad to chronicle the *Independent's* explanation, and hope the citizens will consider themselves invited hereafter.

The White County Teachers' Association met at Carmi, June 22d and 23d. A good number of teachers was present. Exercises of the usual character were had. Mr. Congar delivered an address on 'The Spirit of the Age'. Some resolutions were passed, and the Association adjourned to meet at Carmi, September 20 and 21.

PRIZES FOR GOOD READING.—Mrs. L. H. Sigourney offered to the Public Schools of Rockford prizes for excellence in reading, and her offer was accepted by the Directors. She forwarded the prizes and the following letter to the Directors:

HARTFORD, CONN., May 29th, 1860.

Gentlemen—Having been informed by Hon. Judge Miller that you have accepted for your two large graded Public Schools, my offer of prizes for excellence in *Reading*, I forward by Express sixteen volumes to be awarded, one to each of the sexes, in your four distinct departments according to the following division, viz.:

1. Highest, or High-School Department.
2. Grammar-School Department.
3. Intermediate Department.
4. Primary Department.

Rhetorical or declamatory Reading is not predicated, but a clear, deliberate elocution, a correct emphasis, and a just, felicitous rendering of the author's description and sentiments. Should these premiums yield any aid to such attainment on the part of the pupils of Rockford, it will be to me a source of pleasure.

I should like to know the names of the successful candidates at the close of the term of trial; and, congratulating you on your devotedness to the cause of Education, that truest patriotism, I am very respectfully yours,

L. H. SIGOURNEY.

CARROLL COUNTY.—In this county a 'Historical and Physiographical Society' has lately been organized; its field of research, as described in its constitution, being the Geography and History, Geology, Meteorology, Botany, and Zoölogy, of Carroll county.

ATLANTA, July 2d, 1860.

EDITOR TEACHER: Last Friday closed the second year of our free graded school. When the exercises of the day were concluded the patrons of the school present organized a meeting and passed the resolutions which I append. The passage of the resolutions was followed by the presentation to Mr. S. A. Briggs of a silver cup by Rev. E. J. Thomas, in behalf of the citizens, and of Webster's Pictorial Dictionary by Miss S. J. Kern, in behalf of the school.

The following are the resolutions:

WHEREAS, This day closes the second year of our free graded school in this place; and *whereas*, when this plan was first inaugurated here, by many it was considered a doubtful experiment—observation and experience enable us to express our opinions; therefore,

Resolved, (1.) That we believe the free graded system *the system* superior to every other plan for general educational purposes; more economical in the way of expense, and the progress of the pupils more satisfactory.

(2.) That our free graded school in Atlanta has been an entire success for the last two years.

(3.) That we express our regret that the principal, S. A. Briggs, has signified his determination to discontinue his connection with the school at this time; as we think him eminently qualified for his station, earnestly energetic, and a superior disciplinarian.

(4.) That we cordially recommend him (S. A. Briggs) as a teacher, to the friends of education, wherever he may go.

(5.) That the services of Miss Sayward, Miss Farr, and Miss Hughes, as assistant-teachers, are fully appreciated by us; and we hereby cheerfully recommend them for a continuance in our school.

(6.) That the foregoing preamble and resolutions be published in our county papers and the *Illinois Teacher*. F. B. M.

MR. GEORGE K. BARTHOLOMEW, Principal of one of the Grammar Schools of Peoria, goes to Cincinnati to take charge of a school there. At the late close of his term his pupils presented to him an elegant copy of Shakspeare and a beautiful Album as testimonials of their affectionate regard.

MR. JAMES NEWMAN, for some years an honored teacher in the city schools of Alton, now withdraws from them, says the *Alton Courier*, which expresses much regret in view of the fact. Mr. Newman received at the late commencement of Shurtleff College the honorary degree of A.M.

ILLINOIS COLLEGE COMMENCEMENT was held in the college grove, west of Jacksonville, on Thursday, June 21st. The graduating class consisted of twelve, all but one Illinoisians.

MR. A. S. MITCHELL, of St. Louis, was to have addressed the Phi Alpha Society on the evening before commencement; but he sent word, a few hours before the time, that he could not come. Mr. J. B. Turner was called upon to speak in his place, and prepared and delivered an address on 'Knowledge and Wisdom'. Mr. Chester, of Buffalo, delivered a poem upon 'Maternal Love'.

SHURTLEFF COLLEGE held its anniversary exercises during the third week of June. The Education Society held its session June 19th, and was addressed by Rev. J. V. Schofield, of Quincy, upon 'The Necessity of a Thorough Education, Physical, Intellectual, and Moral, as a Preparation for the Ministry'. On the evening of the 19th the Society of Inquiry was addressed by Rev. N. R. Wood, D.D., on 'The Work of the Christian Scholar'. On Wednesday, June 20th, occurred the prize declamations and orations by the Freshman and Sophomore classes.

Commencement was held on Thursday, June 21, in a grove near the college. The following received degrees: A.B.—John Sawyer, George J. Gillham, Cyrus W. Leverett, William W. Leverett, John H. Woods, Thomas W. Green. A.M.—Henry L. Field, George B. Dodge, Joseph C. Maple. A.M. *Honorary*.—Rev. C. B. Read, of Lowell, Mich.; A. W. Alexander, St. Louis; James Newman, Alton; Asa Potter, Shipman; O. C. Dake, Lincoln. D.D.—Rev. Albert Smith, Monticello; Rev. H. J. Eddy, Bloomington.

In the afternoon, an address before the Alpha Zeta Society by Rev. H. A. Nelson, of St. Louis, set forth 'The Educational Force of Mathematical Study'. After the address of Dr. Nelson the Alumni of the college held a meeting, which was addressed by the venerable Father Loomis, who was, a quarter of a century ago, the sole teacher in the infant institution. We remember him as then our first teacher in Latin, already a gray-haired man, but lively and full of kindly regard for his pupils, who still delight to honor him.

Shurtleff College is reported nearly relieved from its pecuniary embarrassments.

ROCK-RIVER SEMINARY, Mt. Morris, Ogle Co., held its anniversary on the fourth week in June, closing on the 28th. Rev. J. H. Vincent addressed one of the Societies with a lecture on 'Nature and Unnature; or, Man and the Mischief he makes'. Prof. Pope lectured before another Society on the theme 'More Worlds than One'. The closing exercises were on Thursday, in the open air, essays, speeches, and conferring degrees.

NOTICES OF BOOKS.

VOGDEN AND ALSOP'S ELEMENTS OF PRACTICAL ARITHMETIC. Philadelphia: E.C. & J. Biddle & Co. pp. 128. 20 cents.

This little work is the elementary portion of a larger arithmetic by the same authors, and contains so much of it as includes the chapters on the fundamental operations; abbreviated processes; introductory exercises on fractions; tables of money, weights, and measures; and operations on denominate numbers. This is published separately to subserve economy, "it being a well-known fact that a large proportion of the arithmetics used in schools are worn out in the hands of pupils who do not progress beyond Division of Compound Numbers." While we have not observed any *special* excellence in the treatment of the subject to give this book preference on that account, it is certainly as good as most of the elementary text-books on arithmetic; and its small size and cheapness render it desirable for a certain class of pupils: we have wanted just such a book when we were teaching, and know no other that would have suited us as well. Its explanatory notes are brief, and generally clear. Some of the phrases need correction; as, when the rule for addition is given "Write the numbers *under each other*", instead of "Write the numbers *one under another*", or some equivalent expression.

This and other desirable text-books are advertised this month by the publishers, in our advertising sheets.

MCGUFFEY'S NEW JUVENILE SPEAKER. Cincinnati: W. B. Smith & Co. 12mo. pp. 228. 40 cents.

This book is made for a place hitherto unfilled, and furnishes the boys with more than two hundred short and easy and interesting pieces for declamation or recitation; or the book may be used as a reader. Among the collections made under the title of 'Speakers' there has not been attractive and suitable matter for boys of twelve years of age or under: this will exactly suit them, both for style and variety. We tried it by reading some of its pages to young folks in our house, and soon had to wonder where our copy had gone when we wanted to examine it further: the juveniles had appropriated it. We commended their good taste. We wish the editor had indicated the authorship of the pieces, with some sign to denote that alteration had been made when such was the fact.

CHILD'S BOOK IN NATURAL HISTORY. By M. M. Carll. A. S. Barnes & Burr, New York. 12mo. pp. 148.

Though we can not share the author's enthusiastic expectations, we think this little book in the hands of a well-informed teacher would be quite useful: and it suggests many interesting lessons and exercises. Some chapters are devoted to other subjects than Natural History. Object-lessons are hardly known in our schools: this little book will aid the teacher who desires hints and examples.

AMERICAN MANUAL OF PHONOGRAPHY. By Elias Longley. Cincinnati: Longley Brothers. 12mo. pp. 138. Cloth, 50 cents; by mail, 58 cents.

We confess that we do not write or read phonographic writing, and further, that we very much wish that we could; for we are satisfied that it is a valuable acquisition. This treatise claims to be a complete guide to the acquisition of Pitman's Phonetic Shorthand, suited to those who can not have oral instruction. In

Prof. Hart's High School, Philadelphia, phonography is made one of the regular branches of the course, being attended to three times a week during the whole of the first year; and Prof. Hart speaks in terms of high commendation of its practical value. For some further information see the advertising sheets of the May number of the *Teacher*, and if you have any leisure for it, learn phonography. Perhaps we will, yet.

LECTURES ON NATURAL HISTORY. By P. A. Chadbourne, Prof. Nat. Hist. in Williams College. A. S. Barnes & Burr. 12mo. pp. 160. 75 cents.

Four very interesting lectures on the relations of Natural History to Intellect, to Taste, to Wealth, and to Religion. We shall recur to this book again to enrich our pages with extracts.

ELEMENTS OF ENGLISH COMPOSITION, GRAMMATICAL, RHETORICAL, LOGICAL, AND PRACTICAL. By Jas. R. Boyd. New York: A. S. Barnes & Burr. 12mo. pp. 406.

The author says in his 'prefatory note': "Though aware of the great excellencies which belong to several works on Composition and Rhetoric now in extensive use, the author believes that the present one comprehends more matter that will be found practically useful and available in academies and schools than any other single treatise." We think he speaks truly in so saying. The thoroughly practical character of the book is uniformly maintained. Some highly useful chapters on the application of grammar occupy 130 pages; then we find a few lessons in punctuation; then chapters on sentences and sentential structure; next the subjects more strictly rhetorical; then practical applications, and suggestions for the writing of compositions. The book is well printed, and contains much matter in a small compass.

But we here enter a protest against some things which we find in this and other treatises on rhetoric. When the authors take up the subject of purity and propriety of expression, they almost universally become too fastidious, and strive to banish forms of expression that are used freely by good writers. Purity and propriety are desirable; but very clean and very proper people never do any work. Authors whose writings have any force are constantly violating these pettinesses of school rhetorics; and it is time for writers on style to recognize the fact, and not give such false directions. The same remark may be applied to our grammars. In teaching grammar and rhetoric we have often been obliged to say to our classes, "the text-book says so, but the usage of the language as shown by good writers and speakers is against the statement."

Mr. Boyd, for example, says, "Certain transpositions are offences against propriety" (p. 171); and gives as an instance "'Some ten years ago', instead of 'Ten years ago'." Now here is no transposition; the two phrases have not the same meaning; and, finally, the first one is itself correct: see Fowler's English Grammar, Syntax, Rule VI, note viii, where it is shown to be an Anglo-Saxon idiom; see, also, the great dictionaries of Webster and Worcester. 'All over the country' Mr. Boyd would change to 'Over all the country'. Immediately after noticing this erroneous nicety we found in reading Hawthorne's *Marble Faun*, 'all over the surface', and, 'a flight of arrows had hit all round about the embrasures above' (vol. i, pp. 189, 266). Will any one accept Mr. Boyd's amendment of Hawthorne? Hawthorne is a writer remarkable for combining perfect propriety of expression with force; and when an intelligent pupil finds Hawthorne, Macaulay, Irving, Scott, and other great men in literature, violating his rhetorical rules, he will soon come to treat his lessons with practical contempt, disregarding even what is good. With equal want of reason he condemns these phrases: the above statement—a little while—it is not worth my while—he adduced a proof—he tried the experiment—further orders—to do business—a house to sell; indeed, a very large portion of what he condemns is really good English. We know that many other authors commit the same error; but we can not but condemn it in all, and urge a more liberal consideration of the usages of the language. Mr. Boyd's book has so many excellences (we prefer not to agree with him in using *excellencies* as above quoted) that we regret such false inculcations.

BARNARD'S JOURNAL OF EDUCATION, No. XXI, JUNE 1860.

The articles are: Memoir of John Griscom, with portrait; Historical Development of Popular Education in Germany; Course of Instruction in the Primary Schools of Germany; System of Public Instruction in Prussia; Subjects and Methods of Instruction in the Primary Schools of Prussia; Memoir of Thomas Sherwin, with portrait; The School and the Teacher in English Literature; Public Instruction in the Kingdom of Bavaria; Educational and other Benefactions of Boston; Memoir of William H. Wells, with portrait; Agricultural Education; Public Instruction in Belgium; Public Instruction in Holland; School Discipline; Instruction in Singing; Polytechnic Schools; Teachers' Institutes; and School Architecture.

MESMERIC LECTURE: *a Burlesque*. By a Lover of Innocent Mirth. Printed for Henry Greenleaf, of Tiskilwa. 10 cents a copy; \$1 a dozen.

A comical dialogue for School Exhibitions, quite farcical and amusing, requiring but few characters, and easily got up.

HARPERS' SERIES OF SCHOOL AND FAMILY READERS, consisting of a Primer and Seven Readers, by Marcius Willson. Harper & Bros., New York. Primer, pp. 48, 15 cents; 1st Reader, pp. 84, 20 cents; 2d Reader, pp. 156, 30 cents; 3d Reader, pp. 264, 50 cents; 4th Reader, pp. 360, 66 cents.

We have always abstained from commending any series of readers or of school-books as in our opinion *the best*. We have called all the leading series of readers good, even very good, without being willing to call any one preëminently best. We confess ourselves, however, sorely tempted by this series of readers to abandon that ground. When we first saw, some months ago, a statement of the plan and method of Mr. Willson's Readers we were delighted; and we are no less gratified on inspecting the first five books of the series, as above named.

The leading idea of Mr. Willson's plan is, to bring into the Readers some useful knowledge of the various departments of Natural History and Physical Science, so that the pupil shall be acquiring information while studying an attractive reading-lesson. No time is taken from any other study, but the reading-lesson is itself the vehicle of natural science. That such lessons will enable the teacher to give instruction in reading better than he can do with other class-books we can not doubt; for one reads best what pleases him; and, next to stories, Natural History is most interesting to children. The illustrations are profuse, and prepared with great care; and consequently they are beautiful.

Though Natural History and Science are made principal features of the series, they contain much other matter: they are not books on a single class of topics, and the reading-exercises on the special topics are selected from various sources. We strongly recommend the series to all who have occasion to change books or to choose for new schools. The final test of their value is the actual use of them in the school-room; and we shall be much disappointed if they do not show great excellence there. Send for copies, or for a circular.

RECEIVED —

Wood's Botany, Part I. New Edition. A. S. Barnes & Burr.

Emmons's Manual of Geology. 2d Edition. Same publishers.

American Phonetic Primer; First Reader; Second Reader; Charts. E. Longley & Co., Cincinnati.

First Lessons in Geometry. By Thos. Hill. E. Longley & Co.

A Western Manual of Practical Rural Affairs. By C. T. Chase. S. C. Griggs & Co.

Dodd's Mathematics.—Elementary Arithmetic; High-School Arithmetic; High-School Algebra; Elements of Geometry. By James B. Dodd, Prof. Math. and Nat. Phil., Transylvania University. Pratt, Oakley & Co.

Scripture School Reader. Ivison, Phinney & Co.

Newman's Practical Rhetoric. Ivison, Phinney & Co.

We are obliged to postpone notice of these till the August number of the *Teacher*.

ILLINOIS TEACHER.

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AUGUST, 1860.

No. 8.

THE INCREMENT OF MIND.

IN human development, knowledge, gained either by experience or observation, has justly been considered of prime importance. Modern times exhibit an increasing mental activity in searching out laws of the phenomenal; in composing principles into science; and in forcing nature to disclose her more secret processes. The human mind has tended to simplify the formulas of truth; to invent easier methods of unfolding the meaning of obscure symbols; and to level knowledge to the comprehension of the masses. The hill of science has been brought to an easy grade: its rugged heights have given place to gentler slopes, and its mountain-torrents have been conducted into tamer channels. Much has been gained by easier grades in securing the ascent of larger numbers; but has not much been lost in the freshness of the native mountain air, in the grandeur of the rugged old cliffs, and in the tender beauty of nature unadorned?

A law is written in the physical nature of man by which a relish is *created* for a given result by the very effort put forth to secure it. The same law is common to his intellectual nature, which requires that care should be taken in tearing down nature's barriers to open easier avenues to knowledge, lest the mind's appetite for truth should be lost by its abundance, and its relish for knowledge be impaired by its easy acquisition. It is worthy the calm consideration of educators to inquire whether many of our systems of education, and a large number of our text-books in use, are not open to grave criticism for infractions of this law of the human mind. To a considerable extent society has demanded a violation of this law by authors, and by instructors. The sale of a text-book is materially increased by the removal of obstructions to knowledge, and a teacher's reputation, and some times his living, depends upon the amount of information he can pour

into the minds of youth in a given time. Parents often inquire of teachers, "Have my children learned much?" but who ever heard the question asked, "Have my children grown much?" Prizes are often awarded in our schools for the greatest proficiency or improvement in a given branch in which knowledge is made the basis of calculation; but who ever gave a prize for the greatest amount of mental growth in a given time? Men measure their physical growth and stature, and give you the exact figures from memory; but how few ascertain the growth and dimensions of the intellectual man! Could we discern intellectual men with the natural eye, what multitudes of dwarfs, of maimed, of deformed, of halt, of deaf, and of blind, move beside us in this world!

Knowledge should be received on such terms that the mind may have its conditions of growth supplied in the reception of each item of truth. Thus judicious text-books and true systems of education will aim to secure the increment of mind together with the increment of knowledge. Nature has concealed her bounties under natural laws, as latent stores of wealth, producing here and there a few spontaneous fruits as samples of what may be developed by persistent labor; and she has created in the physical nature of man a corresponding demand for labor, for any true enjoyment of its results. Truth also dwells latent in her native fields, producing a few spontaneous fruits; but she demands earnest and continued labor to be developed and incorporated in the mind of man.

The increment of matter is generally admitted. Its laws of growth have been thoroughly studied, and the skillful cultivator is watchful that they should be carefully observed. The pomologist will not only show you his ample stores of fruit, but he will take equal delight in exhibiting the thrifty growth and sound condition of his fruit-trees, pointing with evident satisfaction to the last year's increment displayed in the tender shoots. Attention to the highest development of his fruit-trees is well directed, for he knows that all his future stores depend intimately on their condition and growth. Can not instructive lessons be drawn from analogies which abound between the physical and intellectual worlds; and should not these lessons be thoroughly mastered and their teachings be heeded in the development of mind? When teachers are examining the fruit which hangs in rich clusters upon the tree of mind, should they not carefully examine the increment which is exhibited among the tender branches?

In strict analogy with the laws of growth of man's physical nature, the increment of mind, when the aliment of truth is supplied, is based on action. The number of increments depends on the aggregate number of actions, and the quantity of increment is proportioned to

the amount of mind applied, multiplied into the quantity of movement. Thus the mind can receive an increased increment of growth in each successive action, producing an accelerated development of power. Although the law of action is productive of increasing intellectual wealth, yet the mind is subject to great irregularities in its movement: its quantity of action is generally below its capacity, and it some times intermits its movement for long periods of years. The life-forces momentarily add the proper increment of matter, throughout the entire development of the individual, in both the animal and vegetable kingdoms; but the increment of mind is so lightly valued that it is only added at irregular and distant intervals, and has been even ignored in many text-books and systems of education.

It seems important, therefore, in the present condition of mental development, that more attention of authors, and of instructors, should be directed to secure the increment of mind together with the increment of knowledge.

J. D. P.

A N O R A T I O N . *

. . . In every progressive work, which time and labor can unfold only by successive steps, there are events which, like milestones, mark the progress gained. They tell the intelligent traveler of distance passed, troubles overcome, difficulties surmounted, and the future pilgrimage. So is it with the event which has called us together to-day — proud day for us and our little ones! long to be remembered in the history of our educational efforts.

We are here to witness the ceremony of laying the corner-stone in the fifth building erected in our county expressly for graded schools, and the first in our immediate vicinity. If our sister towns have begun the work, we follow not their steps with jealous eye.

While religious sects have their differences and affinities; politics its wrangles and schisms; business relations their strife and competition; where, where, is the heart that beats not here in unison with the prevailing spirit, whose blood leaps not forth at thought of this directing mark in our educational advancement? Well may these children hold a gala-day; well may they rejoice in view of the supe-

* Delivered at the laying of the corner-stone of a High-School Building in Canton, Illinois, June 15, 1860, by W. H. HASKELL.

rior advantages soon to be afforded them in learning's ways. But a few years have passed away since this pleasant knoll was the red man's camp, and untutored little red-skins gamboled here in their merry plays to nature's teachings; since the voice of the Great Spirit alone gave undefined instruction. . . . Now this loveliest spot bears the impress of the subduing power of the pale-face. Here will soon rear its lofty head a temple of knowledge which shall make 'the wilderness blossom as the rose'; a temple reared by the free-will contributions of a happy people. To build this work no tax has ever been asked in vain! Can a stronger proof be asked of your earnestness and devotion to the most sacred cause of education?

No Colossus of Rhodes, no temple to an Apollo, a Diana, or Jupiter, invites a display of architecture, or an outlay of millions wrung from conquered subjects. No! no! this is too eminently practical an age; for while we study with care, but vainly attempt to gain the grandeur of their structures for works of usefulness, America has not time nor energy to waste in building temples to baubled gods.

The interest, the pride, the joy, which here swells to responsive action in us all, gathers its greater power when we contemplate the high and holy purposes to which this edifice is to be consecrated. In the true and best education of our children, we realize the richest boon that earth e'er grants—the most sacred heir-loom of all our estates. No where, save in a government like ours, does the education of the masses require more constant and well-directed effort. Do you point to the follies and crimes of Young America as the fruit of *freedom*? It is because our ideas of liberty are undefined, untutored. We want that culture that begins with trust in our nature, unfolds to proper strength all human powers, throws open all fields of thought, leads the soul to the steeps that overlook the vast areas of obligation, and sends it forth to become a citizen and a man in the might of well-directed power. . . . Who among those children may not aspire to places of official trust, or to give point to our greatness as a people? Why, the varietal tyro in our schools,

Beneath an uncouth garb, and homely mien,
May have the badge of royalty unseen;
"For honor and shame from no condition rise,
Act well your part, there all the honor lies."

If all the faculties of our being should be developed into perfect manhood, if the path to honor and usefulness should be open to all, if we are to have no paternal lines of nobility, where is the poverty, where the condition, that should fence off any field of knowledge, and forbid, even by pecuniary disability, any man, woman, or child,

from entering to explore? Who is to prescribe the subjects of study, the limits of research, for the child of poverty? Who has scanned the universe, that he should map out the coast along which any one must conduct his explorations? Nay! It is a perilous thing to be a man; but we can not change our sphere of action, we can not become stones, or irrational beings. We, our children, and our children's children, must act our part in God's great universe of mind. By well-directed and thorough culture we may push on toward the very perfection of human understanding, and our country's good; or, by neglecting, dwarfing, or eating out the glory of our manliness, we may lose our sacred title-deed to royalty.

America is to be made out of the world's whole past, *plus* ourselves and children; but if this latter quantity be unfit for the aggregate, what promise have we of a bright future? True men and women can not be extemporized on Fourth-of-July's, nor by ranting politicians. They are the result only of the culture of all those faculties that constitute true greatness. Here, then, is the empire, here the usefulness, here the necessity, of all schooling. With the proper education of the masses we must advance; with a partial, a favorite, a superficial education, we must stand still while yet 'the world does move', or, we must retrograde.

In this is the policy, the necessity, that demands the employment of the best means, to accomplish this most desirable end. And what is more to be desired? Are there dearer interests to us on earth than those which entwine, which garland about the little gems intrusted to our care? Have we more responsible connections than those which link us to the household jewels given, but for a while, to cheer our otherwise lonely pilgrimage? For whom do we sweat and toil, and perchance the Shylock's part do play? What claim have we, at last, to more of earthly gain than the poor beggar who knocks at our door?

My friends, there are beggars here before us, by hundreds — suppliants who have asked of our bounty, *and not in vain*. Yea! there are minds, dear, precious, ever asking direction and food, cold neglect of whom would harrow up the tenderest sensibilities of our nature, and make us rather dread to be than, being, bear the ills resulting from their want of guidance or from ill-directed care.

We have met to commemorate the proudest epoch of our educational existence. *They have not asked in vain!* The necessity for better schools has met a hearty response from you, whose hard-earned treasures must give 'material aid'. And what a sublime spectacle do we here behold! The free-will offering of a happy people, speak-

ing forth to the world, "the people must be educated": not that each must educate his own, but saying to all, "Whosoever thirsteth, come ye to the waters." Aye! 'tis a proud reflection, that the light of truth — that duty to our race, e'en in this, dispels the clouds of selfish miserliness, and wakes the gold-racing world to the glorious truth that mankind yet claim a common brotherhood.

What a proud monument do you here raise to your own good name. All mankind seek more or less to be remembered when they are gone from hence. Have you a choice as to the records which posterity scan — which shall tell of your name and hopes? Here will they rest through coming cycles. And when the tooth of time shall have crumbled away the monumental pile which you now rear; or when the whirlwind's breath shall have swept away the proud fabric which here you raise, say, what higher theme shall urge the praises of unborn hosts — what sublimer strains shall cheer the march of million footsteps yet to tread the ways we now explore?

Worshippers there are of every class: the pounded, pounding Heenan, the blood-stained martial conqueror Haynau — ambitious votaries — all have their eulogists. But let us rather worship man in his nobler being; let us rather consecrate our ends and aims to strengthening the heavenly link that binds us to the great hereafter. From the record there (in the vault) to be entombed, from your work here shown, what think you will be the standard of your greatness, when the eye of futurity shall peer into that corner-stone, and to the gaze of other generations show the thoughts you there have spoken, and judge you by the deeds you've done? Would you envy then the fame of Greece or Rome, whose templed monuments speak only of the grandeur of their idol gods whom they 'ignorantly worshiped', while for the material comfort and spiritual welfare of their masses no care, no thought, was e'er bestowed? Ours is a holier aim, pregnant with ten-fold more good to man. Upon the true education of the young depends the successful issue of the experiment we are making in the freest government upon which the sun ever shone. Would you perpetuate the blessings which have endeared the memory of those whose sufferings and blood so dearly bought these treasures? Then educate! Provide the broadest, freest, best instruction for every living son and daughter of Adam within our realm, be he rich or be he poor; for we must ever remember that upon the proper training of every constituent part of society depends the security of our liberties, our peace, our homes, and our household gods.

Provide as liberally for the course of instruction to be given within these walls as you have for their comfort, proportions, and grandeur,

and the richest rewards must be yours. As roll the wheels of time away, each year shall bring increasing evidence of your wisdom and discernment in providing the best means for the educational advancement of those who are to fill your places when, from higher courts, you shall fondly view the good you have so well begun.

When the rust of time shall moulder away
 The noble fabric you rear to-day ;
 When chaotic ruins shall level its dome,
 And you shall dwell in that long, last home, —
 Then shall the good you here have wrought,
 Bring sweeter joys than gold e'er bought.

“WHO IS SUFFICIENT.”

BY MABEL LOYD.

SIX-AND-THIRTY little mortals
 Coming to be taught ;
 And mine that most ‘delightful task’,
 ‘To rear the tender thought’.
 Merry, mischief-loving children,
 Thoughtless, glad, and gay ;
 Loving lessons ‘*just a little*’,
Dearly loving play.

Six-and-thirty souls immortal
 Coming to be fed —
 Needing ‘food convenient for them’,
 As their daily bread.
 Bright and happy little children,
 Innocent and free ;
 Coming here their life-long lessons
 Now to learn of me.

Listen to the toilsome routine,
 List, and answer then —
 “For these things who is sufficient,”
 ‘Mong the sons of men ?
 Now they, at the well-known summons,
 Cease their busy hum,
 And, some with pleasure, some reluctant,
 To the school-room come.

Comes a cunning little urchin,
 With defiant eye,
 'Making music' with his marbles
 As he passes by.
 But, alas! the pretty toys are
 Taken from him soon;
 And the music-loving Willie
Strikes another tune.

Comes a lisping little beauty,
 Scarce five summers old,
 Pleading, with resistless logic,
 "Please, Misth, I'm *stho* cold."
 Little one, the world is chilly,
 All too cold for thee;
 From its storms our Father shield thee,
 And thy refuge be.

While I turn to caution Johnny
 Not to make such noise,
 Mary parses, "Earth's an adverb,
 In the passive voice."
 Well, indeed, it must be passive,
 Else it is not clear
 How such open language-murder
 Goes unpunished here.

Second-Reader class reciting —
 "Lesson verse, or prose?"
 None in all the class is *certain*:
 Each one *thinks* he knows.
 "Well," is queried then, "the difference
 Who can now define?"
 Answers Rob — "*In verse they never
 Finish out the line.*"

'T is an idea suggestive,
 And as time rolls on,
 Hears my heart a solemn query —
 Is my day's work done?
 Though the promised hours I've given
 To this work of mine,
 Have I, in the sight of Heaven,
Finished out the line?

Oh, it is 'too fine a knowledge'
 For our mortal sight,
 All these restless little children
 How to lead aright.

He who prayeth while he worketh,
He who loveth all,
He alone may walk before them
Worthily and well.

Ohio Educational Monthly.

TEACHERS' INSTITUTES IN WISCONSIN.

WE have been interested in reading an extract from Hon. Henry Barnard's Report to the Board of Normal Regents, in regard to his labors in 1859. It will be remembered that Institutes in Wisconsin are on a more substantial basis than in our own State. They are under the direct supervision and management of the State authorities, and not wholly left to the irregularities of local effort. We have need to look to it, or we shall be greatly outstripped by our younger neighbor.

We quote: "By this designation, a Teachers' Institute, is now understood, a gathering of teachers, old and young, experienced and inexperienced, of both sexes, and of schools of different grades; in such number as will develop the sympathies and power of a common pursuit, and yet not so large as to exclude the freedom of individual action; for a period of time long enough to admit of a systematic plan of operations, and yet not so protracted as to prove a burdensome expense, or an interruption to other engagements; under the direction of men whose only claim to respect and continued attention must be their experience and acknowledged success in the subjects assigned them; and in a course of instruction at once theoretical and practical, combined with opportunities of inquiry, discussion, and familiar conversation. [Too many of our Institutes do not have men to direct them of 'experience and acknowledged success in the subjects assigned them', and so fail to enlist educational friends.—ED.] The Teachers' Institute, so appointed, organized, and conducted, as to exclude professional jealousy, and at the same time enlist the coöperation and attendance of school officers and parents, and by the almost universal practice of welcoming teachers to the hospitalities of the families of the place where the Institute is held, and assigning to the evening lectures and discussions of topics of general interest, has proved an educational-revival agency of the most extensive, permanent and un-

* Barnard's Am. Jour. of Education, June, 1860.

objectionable character. During nearly a quarter of a century's study and observation of schools, school systems, and educational agencies, in different states and countries, I have tried, seen, or read of, nothing so universally applicable, or so efficient in awakening and directing rightfully both professional and parental interest in the broad field of popular education, as a well-attended and wisely-conducted Teachers' Institute.

"Permanent associations of teachers, for mutual improvement and the advancement of the profession, have accomplished much good, and may be made still more widely beneficial, and should receive the aid and countenance, not only of teachers, but of the Legislature and the people. But a well-arranged and judiciously-conducted series of Institutes will, in a single year, without wasting time in forming and amending constitutions, or election of officers, or discussing questions of order, or places of meeting, and avoiding all occasions of jealousy or charges of exclusiveness, reach a larger number of teachers, secure a more thorough and systematic presentation and discussion of the principles and methods of teaching and discipline—exposing and exploding those which are obsolete and defective, and explaining and commending those which are new and valuable,—awaken more professional spirit, and form and strengthen more bonds of connection between the older and younger teachers, than all the state, county and town associations, acting together, with meetings extending over only one or two days, can do in many years."

Mr. Barnard goes on to place well-conducted Institutes as really more effectual in creating a demand for better teachers, in awakening teachers themselves, than a Normal School, unless the latter be established under most favorable circumstances. "The men employed to conduct Institutes and examine Normal classes must be men of normal training, and capable of giving normal instruction; and if such men can be employed, they will constitute, if not a normal school, an itinerating normal agency, which will every year be felt directly in every county, and indirectly, through the teachers, on a majority of the schools and children of the State."

Mr. Barnard issued a circular after the meeting of the State Teachers' Association in July (1859), "proposing to appoint as many Institutes as I could arrange to attend and provide instruction for, upon receiving reasonable assurances that at least thirty teachers would be present for five days, and that the citizens of the place where the Institute was held would entertain, free of charge, all teachers who should attend. In compliance with these conditions, an Institute was held as follows: At Elkhorn, with 175; Sheboygan, with 65;

Waupun, with 120 ; Appleton, with 75 ; Mineral Point, with 67 ; Richland, with 60 ; Galesville, with 40 ; River Falls, with 70 ; Eau Claire, with 31 ; Baraboo, with 125 ; Milton, with 225 ; Kenosha, with 100 ; Beloit, with 150 ; and Madison, with 120 ; or 14 sessions, with 1,438 members. In addition to these, a session of two days or longer was held at La Crosse, with 35 members ; at Oshkosh, with 24 ; at Palmyra, with 20 ; Milwaukee, with 100 ; and Waukesha, with 100 ; making an aggregate of over 1,700 members, most of whom are now engaged in teaching, reached directly by the instructions and lectures of the Teachers' Institute in 1859.

" . . . I will add that in another year's operations as your agent, I hope to hold an Institute in every county in which there are thirty or forty teachers willing to come together for one, two, three or four weeks, and in connection with these meetings, and the plans of the Superintendent of Public Instruction, to secure an educational address in at least two hundred localities."

We, here in Illinois, can not at once make provision for such thorough systematic Institute work as has been inaugurated in Wisconsin. Till we can do it the friends of education in the localities sustaining Institutes will need to look well to see that good men are secured to conduct their Institutes and lecture ; for we hold that a poor Institute, like a poor school, is worse than none. Before this passes from the publisher's hands, Institutes will have been held in parts of this State, at which the teachers gathered with no one to lead, no work planned, and where the delays and friction of work arranged according to the exigencies of the moment have disheartened or disgusted those who would have been interested and profited by a ' well-arranged and judiciously-conducted ' Institute. S. T.

THE SECRET OF ENGLAND'S GREATNESS.—It was a noble and beautiful answer of our Queen, says the *British Workman*, that she gave to an African Prince, who sent an embassy, with costly presents, and asked her in return to tell him the *secret* of England's greatness and England's glory ; and our beloved Queen sent him, not the number of her fleet, not the number of her armies, not the account of her boundless merchandise, not the details of her inexhaustible wealth. She did not, like Hezekiah in an evil hour, show the ambassador her diamonds and rich ornaments ; but, handing him a beautifully-bound copy of the Bible, she said : " Tell the Prince that this is the secret of England's greatness."

THE VALUE OF ENGLISH GRAMMAR—WHAT IS IT?

FOURTH LETTER.

“Objectionable definitions and rules are but evidences of the ignorance and incapacity of him who frames them. And if the science of grammar has been so unskillfully treated that almost all its positions may be plausibly infringed, it is time for some attempt at a reformation of the code.”

GOULD BROWN.

It is almost a proverb in science that it is difficult to give definitions; for unless a definition is both inclusively and exclusively accurate, it is no true and perfect definition. According to the etymology of the word *define*, it should denote—*marking boundaries*: defining any term is marking the boundaries of its use so that it shall be rightly applied, being never denied to that to which it is applicable, nor applied to that to which it is not applicable. A definition which so ill sets forth the meaning of the term defined that by it the term would be denied to that to which it belongs, or given where it does not belong, may indeed *mark boundaries*, but, like the work of an unskillful surveyor, it shows them in a wrong place. Have we not all laughed at the story which Diogenes Laertius told of Diogenes the Cynic and his satirical confutation of one of Plato's definitions? Plato had obtained some reputation among his pupils and admirers by a very acute (so they thought) definition of *Man*: “*Man*,” says the great Academic, “is a featherless biped”: the envious inhabitant of the tub pulled every feather from an unfortunate chanticleer, and, carrying the denuded victim into the school of the Academy, tossed him out upon the floor, shouting scornfully—“Behold Plato's man!” Do we not constantly meet ‘featherless bipeds’ in our grammars in the modern academies and schools?

Horne Tooke cites Mr. Harris as defining a word to be ‘a sound significant’, and afterward, in defining a preposition, as saying that it ‘is a part of speech devoid itself of signification’; and again as saying that ‘prepositions commonly transfuse something of their own meaning into the word with which they are compounded’; from which it would appear that a significant sound may be devoid of signification, and yet be able to impart some portion of this unmeaning meaning to another word without exhausting its own supply of meaning! Whereupon Horne Tooke says, “Poor Scaliger (who well knew what a definition should be) from his own melancholy experience exclaimed—‘*Nihil infelicius grammatico definitore!*’”—‘there is nothing

more unfortunate than a giver of definitions in grammar'. Need it be so? If so, then let us hear no more of the *science* of language: what science (*scientia*, knowledge) can there be when the necessary terms are vague, undefined, or ill-defined?

"An adverb," says S. S. Greene, "is a word used to modify the meaning of a verb, adjective, participle, or other adverb." His Rule IX (Elements of Grammar) is, "Adverbs are used to limit verbs, participles, adjectives, and other adverbs." Now if this definition is correct *inclusively*, every word *which is* 'used to modify the meaning of a verb, adjective, participle, or other adverb,' is an adverb; and if it is correct *exclusively*, no word is an adverb *unless it is* 'used to modify the meaning of a verb, adjective, participle, or other adverb'. Now, the exclusive relation of the definition is nullified by a remark under the rule, which says that "Adverbs are used some times to limit the meaning of a preposition, sometimes a phrase"; an ill-constructed sentence, which means to assert that adverbs, beside limiting verbs, adjectives, participles, and other adverbs, do also limit prepositions or phrases. The same page of the *Elements* which gives us the definition says that "some times an adverb seems to qualify a noun, and thereby to partake of the nature of an adjective"; also, that an adverb may modify an entire proposition. The first remark under the rule sets forth that "some adverbs, instead of modifying any particular word, are either independent, or are used to modify an entire proposition." Why does Mr. Greene say that an adverb *seems* to qualify a noun? Does he mean that it only *seems* to qualify it while it really does not qualify it; or, does he mean to have us understand that the seeming is also a reality, and that the adverb referred to does qualify the noun? Or does he mean to dodge the question, acting the part of the amateur sportsman who fired at something in the bushes 'so as to hit it if it was a deer and miss it if it was a calf'? We shall take this as a rather dubious affirmation that adverbs do qualify nouns, some times. The exclusive bearing of the definition, then, is destroyed; for he teaches that adverbs modify or limit not only verbs, adjectives, participles, and adverbs, but also propositions, phrases, nouns, prepositions, and nothing at all!

Let us now examine the inclusive bearing of the definition. Since Mr. Greene has treated the participle as a part of the verb, and not a separate part of speech, why is the word *participle* introduced into this definition? There is no good reason for its presence. And why does he say 'to modify the meaning of a verb', instead of 'to modify a verb'? Are we to understand that there is a difference between modifying the meaning of a verb and modifying the verb itself? If

such a distinction is meant, then we must further understand that there is a difference between modifying an adjective and modifying the meaning of an adjective; and between modifying an adverb and modifying the meaning of an adverb. But, letting the rule explain the definition, we conclude that it should be "An adverb is a word used to limit a verb, adjective, or other adverb." Now if the definition is correct *inclusively*, every word that limits or modifies a verb, or an adjective, or an adverb, is itself an adverb. But this is not true according to Mr. Greene or according to any other grammarian, so far as we can remember; for Mr. Greene makes a noun in the objective case when the object of a verb a modifier of that verb. 'She sings sweetly — she sings songs': in one sentence *sweetly* modifies *sings*, and is an adverb; and in the other, *songs* modifies *sings*, or, as Mr. Greene's rule has it, *limits* 'sings'; and, by the definition, *songs* must be an adverb. If not, the definition is wrong *inclusively*, as it is *exclusively*. It includes too much and it excludes too much, according to other statements of his own. The only escape is in claiming that 'to modify the meaning of a verb' is not the same as 'to modify a verb'. Such an evasion would not be attempted by Mr. Greene, and need not be examined; for he recognizes the objective element as a limiter or modifier of the predicate verb, in his *Analysis*.

Shall we find a perfect definition in Butler's Grammar, which says, "An adverb is a word used to modify or limit the meaning of a verb, an adjective, or another adverb"? It is plain that this definition is liable to almost all the objections brought against the one already examined; and Mr. Butler allows that adverbs modify nouns, pronouns, and adjuncts.

Bullions says, "An adverb is a word joined to a verb, an adjective, or another adverb, to modify it, or to denote some circumstance respecting it." We might join Gould Brown in objecting to the words 'joined to' as inappropriate; but, apart from this just objection, it will be seen that this definition includes the object as an adverb, and excludes his subsequent assertion that adverbs may modify phrases, adjuncts, sentences, nouns, and pronouns.

Wells defines, "An adverb is used to modify the sense of a verb, an adjective, or another adverb"; and he says under his Rule XVII that they are used to modify sentences, phrases, and prepositions, and "bear a special relation to nouns or pronouns." Wrong *inclusively* and *exclusively*, as before. He also teaches that one adjective sometimes modifies another adjective; this statement affects the inclusion of his definition. Bullions makes the same statement.

S. W. Clark says, "An Adverb is a Word used to modify the sig-

nification of a Verb, an Adjective, or another Modifier." Here we have the circumlocution 'to modify the signification', etc., as Wells modifies 'the sense', Butler and Greene 'the meaning'. 'Adverbs are words that modify other modifiers.' If this is to be taken literally, we must say that *cold* is an adverb in the sentence 'I drink cold water'; for *cold* modifies *water*, which is a modifier of *drink*. But we do not find that Mr. Clark has defined what he means by 'modify' and 'modifier', and he may not apply the terms as we would. But while on one page he says "An adverb is *a word*", etc., excluding from the list of adverbs by his definition every thing which is not a word, a *single word*, under Rule IX he says, "An Adverb may consist of *a Word, a Phrase, or a Sentence*"! This shows an utter confounding of adverbs with adverbial elements, and such confusion as precludes the possibility of good definition.

Goold Brown's treatment of the adverb in the *Grammar of Grammars* is much better than one could expect from his definition; "An adverb is a word added to a verb, a participle, an adjective, or another adverb; and generally expresses time, place, degree, or manner." This definition is very vague, as it does not assert what is the distinctive quality or property of the adverb by setting forth the nature of the addition. In his syntax he sets forth formally the exceptions to his definition.

I have noticed the definitions of the adverb given by most of the grammarians whose works are in common use in this country; nor do I know any definition that is not at some point defective. If I should try to give a reason for the failure in attempts to define this class of words, I should say that the authors had attempted to class together words which should be put in separate classes, and that the failure is inevitable, arising from the prior error in classification. But I am not proposing to correct errors as I go along; I only try to show how abundant they are, and thus to bring up the question of the value of this fictitious science that can not get up even plausible definitions, or at least has not thus far done so.

With your permission, I will in another paper offer some further criticisms upon definitions, and close my series of letters by saying what I think ought to be done by authors, teachers, parents, and pupils, with respect to English Grammar.

SILAS WESTMAN.

If your sole object for reproving a person is to improve him, take care of the temper with which you reprove. Bad temper in the reprover is pretty sure to produce its offspring in the reprovéd.

S H O R T L E S S O N S .

Short lessons and long recitations, as an educational rule, contains the very pith and essence of the art of good teaching. If practically adopted in all our schools, especially in those for younger children, it would soon revolutionize the whole system of elementary education. But we find, too often, that this rule is reversed: long lessons are assigned to the pupil, which are in the school-room too briefly dispatched by a short recitation.

1. The *long lesson* advances the pupil rapidly through the book, and, where a multitude of studies are pursued simultaneously, the entire course is run in a short time.

2. The teacher is saved much labor by this economy of time at recitation; and, indeed, all the actual drudgery of teaching is, in a measure, avoided. The burden of toil and progress is thrown upon the student, who, perhaps, at last, is the more interested party.

3. By short recitations, moreover, the teachers's labors are rendered far more productive — that is to himself, if not to the young generally. He who devotes thirty minutes to each recitation can teach twice as many classes per diem as he who extravagantly consumes a whole hour. He can thus dispense the blessings of education to a larger number of children, and earn, also, double the amount of tuition for himself.

4. If all the lessons assigned should be one-half of the usual length, and the time allotted to the recitation of them should be increased in like ratio, each teacher would be compelled to reduce his school, and one-half of the children of our commonwealth would be thrown out of employment! A necessity would at once exist for as many more schools and school-masters as we now have, and the entire educational machinery of our State would be greatly complicated, and to some of our good citizens it would, perhaps, prove really burdensome.

5. But the ultimate results would be even more striking. The abridged lesson out of school would, I fear, bring actual ruin upon us poor teachers: compelled, as we would be, to dispense with one-half of our classes, and then to make the pupilage of those we retain almost doubly as long, we would be forced, by the very necessities of the case, either to live on half the rations or to increase our rates of tuition. If the former alternative be adopted, we must soon, from

very self-love, desert the school; if the latter, the school, from like considerations, would soon desert us.

In order, therefore, to detain children at school as few years as possible, and thus save the expense of a long pupilage; to prevent the multiplication of schools and teachers throughout the country; and especially in order to keep down the rates of tuition to the present scale; — the prevailing plan of long lessons to be prepared by the pupil, and short ones to be heard by the teacher, is certainly the best that can be devised.

But let us see what results would follow from the opposite method, could we once inaugurate it successfully:

1. *Short lessons.* If there be any one evil greater than another which distresses the educational enterprise of our country, it is a shallow scholarship — the expansion of a meagre mind over the surface of a hundred arts and sciences. Study has become a process of skimming; and the attainments of the student in knowledge are but the light froth of learning. The fields of science are only surveyed — they are seldom cultivated. The spade has been thrown aside, and in every hand we find the chain and compass. The youthful adventurer in these boundless fields travels without observation, and claims to possess without conquest. Children of tender years are hurried over subjects beyond their capacity to understand; and this, too, in a period of time too limited even for the maturest mind. There is nothing that excites my sympathy more than the sight of a little boy or girl of tender brain and impossible soul, groaning under a weight of lifeless text-books, whose very titles are to them incomprehensible — sickening, and paling, and souring at heart, under the regimen of a strong and indigestible diet of 'elements', 'outlines', and other 'knowledges' — turning from the sunny sky, and tuneful birds, and sweet waters of meadow, hill, and wood; and, fired with unwholesome ardor by the promise of a bright medal or a painted card, toiling through all the bright day to mouth the barbarous nomenclature of skeleton sciences which they can neither love nor comprehend. It may as well be asserted roundly, that but little, comparatively, of what one must know in order to become learned can be acquired at all in school in the time usually allowed in this fast country; and it is a wretched compromise with the impatience of the age to sacrifice accuracy and thoroughness to the demands of so weak an ambition.

Hence it is a matter of the first importance to select those branches of study which are adapted as a means of general culture of the youthful mind. The object of schools is not to make scholars, but students. It is to train the young man to use his own powers in the

pursuit and application of knowledge. It is, in a word, to teach him how to study. But what a bungling, superficial thinker will he become who has, from childhood, read without reflection, and thereby lost in power what has been gained in time! No man can be said to be educated, in any sense of the term, who has not learned *to take pains*. This is the first great lesson to teach the children. So far from acquiring such a habit from the common mode of studying at school, they are educated by the long task and hurried recitation into a dreamy, thoughtless, superficial manner of gliding over the surface of things, without a suspicion of what lies beneath. A few well-chosen subjects, understood in their minutest details, is better than the universe generalized and guessed at.

Besides, the young can not be interested by outlines. Skeletons disgust and frighten them. A little girl of ten summers once asked her instructor, who was teaching a dry skeleton of English History, what was the color of Queen Mary's eyes. In spite of outline schools that child will become a historian, if encouraged. How many of our schools are but valleys of dry bones! It will be found generally true that a child's interest in any branch of study is in proportion to the distinctness of detail with which it is taught. Often a teacher may excite a class to enthusiasm by simply dwelling on the minute points of the lesson. But this can be done most effectually by —

2. *The recitation.*

How much time should be spent by the teacher in that rather indefinite ceremony called '*hearing the lesson*' depends on circumstances. It may be affirmed, however, that entirely too little time is thus employed; and yet as much, perhaps, as our present school organizations and customs will allow. Ask the first snail you meet, '*with satchel on his back, creeping unwillingly to school*', what he goes to school for, and he will answer, *To say my lessons*. Ask him why the master hears his lessons, and he responds, *To see if I know them*. The boy has caught the whole drift of the business; and a few minutes will suffice to settle the great question of the school: Is the lesson prepared?

But, properly speaking, a *lesson* is a small portion of the concise text upon which the young student is required to labor in order to exercise his own powers of analysis and research, but which the teacher is afterward to make the basis of his own instructions—the subject for illustration and comment at the recitation, and by active and positive teaching to explain, amplify, and impress, every idea involved. But this will require much time; a teacher can afford to instruct but few classes through the day in this manner. I know a

teacher who is compelled, by force of circumstances, to hear twenty classes per diem! Yet this is not too much if the object be to ascertain whether the pupils generally know their lessons. But if careful and accurate instruction, and judicious training of mind, be the end of teaching, it is an idle waste of time. When parents learn the true meaning of education they will certainly provide the remedy for the evil of superficial instruction, by enabling those who have charge of their children to live by *teaching* as well as by *keeping* school.

W., in (Ky.) Educational Monthly.

SMART CHILDREN.—A writer in *Blackwood's Magazine* thus discourses on the habit of trying to stick 'book learning' in the heads of children while they are yet 'babies':

"How have I heard you, Eusebius, pity the poor children! I remember you looking at a group of them, and reflecting, 'For of such is the kingdom of Heaven', turning away thoughtfully, and saying, 'Of such is the kingdom of trade'.

"A child of three years of age! What should a child three years old — nay, five or six years old — be taught? Strong meats for weak digestions make no bodily strength. Let there be nursery tales and nursery rhymes.

"I would say to every parent, especially to every mother, sing to your children, tell them pleasant stories; if in the country, be not too careful lest they get a little dirt upon their hands and clothes; earth is very much akin to us all, and in children's out-of-door play soils them not inwardly. There is in it a kind of consanguinity between all creatures; by it we touch upon the common sympathy of our first substance, and beget a kindness for our poor relations — the brutes.

"Let children have free, open-air sport, and fear not, though they make acquaintance with the pigs, the donkey, and the chickens — they may form worse friendships with wiser looking ones; encourage familiarity with all that love to court them — dumb animals love children, and children love them. There is a language among them which the world's language obliterates in the elders. It is of more importance than that you should make them wise — that is book-wise. Above all things, make them loving; then they will be gentle and obedient; and then, also, parents, if you become old and poor, these will be better than friends that will never neglect you. Children brought up lovingly at your knees will never shut their doors upon you, and point where they would have you go."

COMMENTS ON THE SCHOOL LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 Springfield, Ill., August, 1860. }

Rights of Directors.—An issue arose between the Directors and citizens of a certain district, relative to the choice of a teacher: a majority of the latter desired the appointment of a Mr. C., while the former preferred and actually appointed a Mr. B. A majority of the patrons of the school, feeling aggrieved by the action of the Directors, desired them to resign, and drew up a petition for that purpose. Upon this state of facts the question is now submitted, whether, in the event of the refusal of the Directors to resign as requested, and of their adherence to the teacher of their own selection, they can lawfully be *compelled* to resign.

I think this question must be answered decidedly in the *negative*. The authority '*to appoint all teachers*' is conferred by the 48th section of the law exclusively upon the *Directors*. It is presumed, of course, that, in the exercise of this authority, they will act with due regard to the opinions and wishes of the people of the district, whose agents they are, and treat with prompt attention and courtesy all such requests and suggestions relative to the interests of the school as may be submitted to them in a respectful and becoming manner. But the *Directors*, not the citizens at large, are legally accountable for the control and management of the school. If the affairs of the school and of the district are wisely and successfully administered, the *Directors* are justly entitled to credit for their faithfulness; but if those affairs are conducted imprudently and unsuccessfully, the accountability rests, both in law and in public sentiment, upon the *Directors*, not the citizens at large. Now, authority must be commensurate with duty — prerogative with obligation. Whenever, therefore, a difference of opinion arises between the Directors and citizens, in respect to the choice of a teacher, or any other question of school policy, the Directors have full power to decide the points in controversy, and it is their duty to do so according to their own best judgment and discretion, amenable only to the provisions of the school-law of the State, from which all their official powers are derived. It is true that legal proceedings may be instituted against a Board of Directors for manifest *neglect* of duty, or for illegal conduct. But this can not be affirmed of a mere difference of opinion in the

choice of a teacher, no matter how great may be the popular opposition to the choice of the Directors. The law does not confer upon the people of the district any such supervisory or mandatory power over the official conduct of the Directors. To vest in the citizens such a right to traverse the official acts of their representatives, the Directors, would strip the latter of every vestige of absolute authority, and practically render the office itself of Director a nullity, if not an absurdity. The people may advise, suggest, petition, remonstrate, etc.; but this is all they can legally do in the premises.

Question.—One-half of our school section has been sold under a *Trust Deed* sale, and the Trustees of Schools are now vested with the title thereto. It is now proposed to sell again, and we are in doubt which is the proper party to sell—the Trustees, or the School Commissioner.

Answer.—If the title to the land referred to is now in the Trustees of Schools, they, of course, have the right to sell and convey, subject to the restrictions imposed and the conditions required in the 41st section of the Act.

Question.—A majority of the Directors refuse to call a meeting to vote on the question of extending the school more than six months: some of the people feel aggrieved. Is there any remedy for us? what is it?

Answer.—The law provides no remedy for such perverseness. The 42d and 48th sections require that the notices for an election to extend the term of school shall be given by the *Directors*. Unless, therefore, a majority of the Directors concur in giving the notice and calling the election, the law prescribes no means of voting on the question.

Question.—Is a Director who *neglects* to return the schedule of his district to the Treasurer in time for the regular meeting of the Trustees personally liable for the loss incurred?

Answer.—The delinquent Director would be liable to the penalty provided in the 76th section of the law.

NEWTON BATEMAN, Sup't Public Instruction.

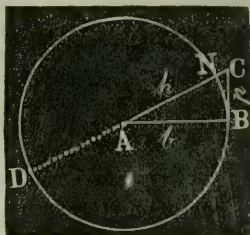
It takes four things to make a whole gentleman. You must be a gentleman in your principles, a gentleman in your tastes, a gentleman in your person, and a gentleman in your manners. No man who does not combine these qualities can be justly termed a gentleman.

M A T H E M A T I C A L .

SOLUTION TO QUESTION IN MAY NUMBER, PAGE 181.—

Question.—The difference between the hypotenuse and base of a right-angled triangle is 9; the difference between the hypotenuse and perpendicular is 50. Required the three sides of the triangle without recourse to the principle involved in the equation $H^2 = B^2 + P^2$.

Solution — In the diagram, let ABC represent the triangle, right-angled at B. Let h denote the hypotenuse, p = perpendicular, and b = base. From the conditions, $h = b + 9$, $= p + 50$, or, $b = p + 41$. From A as a centre, with the radius b , describe a circle cutting AC in N. $NC = h - b = 9$. Now, since ABC is a right angle, BC is tangent to the circle at B. Produce CA to D, and CD is a secant $= 2b +$



$AB = 80, AC = 89, BC = 39.$

9. Substitute $p + 41$ for b , and $CD = 2(p + 41) + 9 = 2p + 91$. Again (*Euclid, Bk. III, Prop. 36*), $p^2 = 9(2p + 91)$, $= 18p + 819$; hence, $p^2 - 18p = 819$. $\therefore p = 39$, $b = 39 + 41 = 80$, and $h = 80 + 9 = 89$.

NOVUS.

The following is the propounder's solution, by a different method: "Since in any right-angled triangle the perimeter $= 3$ times the hypotenuse less the sum of the respective differences of the hypotenuse and legs of the triangle, we may supply the principles involved by the introduction of the radius of the inscribed circle, which we will denote by R . Now $3(H - 59) = \text{perimeter}$. Also (*Legendre, B. 4, Prop. 32*), $3(H - 59) \times R = (H - 9) \times (H - 50)$. [1.] It is also well known that twice the hypotenuse plus the radius of the inscribed circle $= \text{perimeter}$: hence we have $2(H + R) = 3(H - 59)$. [2.] From [2] we get $R = \frac{H - 59}{2}$. [3.] Putting the value of R in [3] into [1], we have, $H^2 - 118H = -2581$. $\therefore H = 89$, $B = 80$, and $P = 39$, as required."

SOLUTION TO PROBLEM I JUNE NUMBER, PAGE 228.—

Question.—A body of soldiers can be formed into a solid square: if 5 be taken away, the remainder can be formed into 61 squares. How many are there?

Solution.—Let x^2 = the number of men in large square, and y^2 = the number of men in each small square. Then, per statement, we obtain

$x^2 - 61y^2 = 5$, an indeterminate equation of the second degree, which being solved by the usual methods peculiar to this sort of equations, the least values of x and y satisfying the conditions are 453 and 58 respectively. Therefore, $(453)^2 - 61(58)^2 = 5$. TYRO.

If no solution be received to Problem I in March number, page 106, before our next issue, we shall publish the propounder's.

PROBLEMS. — I. Given, $\frac{1}{x} - \frac{1}{y} = \frac{1}{20}$, $\frac{1}{x} - \frac{1}{z} = \frac{1}{12}$, and $\frac{1}{y} - \frac{1}{\frac{1}{2}z} = -\frac{1}{7\frac{1}{2}}$, to find the values of x , y , and z . H. S.

II. An ivory ball that weighs a pounds and moves with a velocity of b feet per second, comes in contact with a similar ball that weighs c pounds and moves d feet per second. What will be the velocity of each after impact when they are moving in the same direction, also when they are moving in opposite directions? ADAM.

EXACTITUDE OF SCIENCE.—In the April number of the *Cornhill Magazine* we find a continuation of Mr. Lewis's highly interesting and intelligible 'Studies in Animal Life', which opens with a characteristic anecdote of Prof. Richard Owen, the English Cuvier:

I was one day talking with Professor Owen in the Hunterian museum, when a gentleman approached with a request to be informed respecting the nature of a curious fossil, which had been dug up by one of his workmen. As he drew the fossil from a small bag, and was about to hand it for examination, Owen quietly remarked: "That is the third molar of the under jaw of an extinct species of rhinoceros." The astonishment of the gentleman at this precise and confident description of the fossil, before it had quitted his hands, was, doubtless, very great. I know mine was, until the reflection occurred that if some one, little acquainted with editions, had drawn a volume from his pocket, declaring he had found it in an old chest, any bibliophile would have been able to say at a glance: "That is an Elzevir"; or, "That is one of the Tauchnitz classics, stereotyped at Leipzig." Owen is as familiar with the aspect of the teeth of animals, living and extinct, as a student is with the aspect of editions. EX.

It is curious that some learned dunces, because they can write nonsense in dead languages, think themselves better than men who can talk sense in living ones.

EDITOR'S TABLE.

ATTEMPTING TOO MUCH.—While attempting too little may often be the cause of practical inefficiency, the error which we are most likely to commit in teaching is to attempt too much. Whenever we attempt more than we can do well, we attempt too much. Whenever we give scholars lessons of a character beyond their abilities or attainments, we attempt too much; and when we give to youth lessons that occupy them much of the time out of school, we attempt too much. The natural desire of sprightly children with active minds to press forward and go from book to book and from class to class often induces both them and their teachers to overestimate what they have done and what they can do; and perhaps the error is not apparent till it is or seems to be too late to repair it. Scholars often have too many lessons in one day: the pupil has a lesson in mental arithmetic, in reading, in geography, in spelling, in writing, in slate-arithmetic,—six lessons in one day, with perhaps grammar added. Is not this attempting too much? It certainly will result in attaining very little. It becomes every teacher who finds that he is pressed for time to hear the lessons to ask, “Am I not trying to push on too many things at once?” and when he is dissatisfied with the progress of his classes, let him not fail to inquire whether they will not do better with fewer studies, and with more attention to the very simple but much neglected accomplishment of — READING.

OUR ADVERTISING SHEETS present this month some new matters: those who are interested in new books and old good books will not fail to look at them. A. S. Barnes and Burr advertise, beside their well-known series of text-books in mathematics, grammar, and reading, a new book on Natural Philosophy: we have been favored with a copy, which we have not had time to examine; but the publishers have given the book such a good exterior that we can not suppose them to have wasted their pains upon any thing but a very good work. The Harpers advertise Willson's New Readers, which every one admires. Mr. Rolfe calls for aid to dispose of maps, furniture, and apparatus. W. B. Smith & Co. ‘keep it before the people’ that they still have ‘a few more left’ of the McGuffey Readers and Ray's Mathematics, which every body is acquainted with; and Sheldon & Co. offer to our notice a considerable variety of their text-books, some of which we *know* to be good, from actual use of them. And while you are looking at the new advertisements, it will be well to glance at the old.

NEGLECT.—A few days ago we found a district which had bought the Boston Primary School Tablets and some other school conveniences, and had allowed them to lie a month in the Express Office because no one attended to making out an order for charges. The school was all this time in session and in need of the articles, and the district had the money on hand to pay charges.

PENNSYLVANIA.—Our thanks are due to the State Superintendent of Pennsylvania for a bound copy of the Annual Reports of that State for 1859.

MICHIGAN.—We thank Mr. Gregory, State Superintendent of Michigan, for a bound copy of School Reports of that State for 1859.

VISITING SCHOOLS was one of the things for which we had little opportunity during our recent journey: but in Cincinnati we found time to step into the school of Mr. Hancock, one of the editors of the *Journal of Progress*. Happening upon the music hour, we saw nothing of teaching, but gladly spent our time in making acquaintance with the teacher, and shall long remember our visit, brief as it was, for the hearty greeting which we met and the cheering and stirring words of our wide-awake co-laborer. But we had not needed to see his face and hear his voice to know that we should find there a clear-minded and full-hearted man: the work of his pen had told us that.

THE IOWA INSTRUCTOR AND MR. ROOTS.—The *Instructor* notices our item on the Iowa Dogberry, and says, "We would state that Mr. Roots's article has been received and examined, but is of such a character that we do not consider it suitable to appear in the columns of an *Educational Journal*—indeed, it is very similar to the editorial which appears on the same subject in the May number of the *Illinois Teacher*." There, now! what naughty people Mr. Roots and the editor of the *Teacher* are! and how tastes differ!

ANOTHER CANDIDATE.—The Breckinridge wing of the Democratic party put in nomination for the office of State Superintendent of Public Instruction Mr. John H. Dennis, of St. Clair county—a gentleman whom we do not remember to have heard of before.

"A LIBERAL OFFER."—We cut the following from the 'Educational Bulletin' of Harper & Brothers. It is truly, as they call it,

A LIBERAL OFFER.—To any School Teacher who will send us, between this and the first of September next, One Dollar and Eighty Cents, together with the name of the School with which he is connected, we will send the "Educational Bulletin" and HARPER'S MAGAZINE one year. Address "Educational Bulletin," care of Harper & Brothers.

When teaching school we found so much that was useful to us in Harper's Magazine that we obtained the whole set then in its eleventh volume.

WEBSTER'S DICTIONARY GIVEN AWAY.—We see another liberal offer, from the publisher of the *Independent*, the famous religious newspaper of New York in which every week appears a sermon of Henry Ward Beecher. In return for six dollars with the names of three new subscribers to his paper (which is itself \$2 a year), the publisher will send a copy of Webster's Dictionary, Pictorial Edition, the price of which is \$6.50. Now who wants the Dictionary and the *Independent* on such terms? Send your names and money to Joseph H. Richards, No. 5 Beekman St., New York.

"A TORNADO IN A SCHOOL HOUSE."—On the afternoon of the 21st of May a tornado passed along in the southern part of Ohio, doing much damage. At Cincinnati it unroofed buildings, took down steeples, and did other such wild mischief. It tore off the roof of the Fourteenth District School-House, in the upper story of which was a primary school taught by Miss Rachel Medkirk. The teach-

er, undismayed by all the terror of the moment, placed herself against the door and kept her frightened flock from rushing madly down the stairways to sure destruction. After the roof and ceiling were gone the wind still hurled bricks and sticks about the room: one girl had both legs broken, and others were badly bruised. Miss Medkirk herself was so severely injured that she could not resume her place for some weeks. The simple statement speaks for itself. It is superfluous to praise such courage, promptitude, energy, and faithfulness. We spoke of her to Mr. Hancock when we met him, and were not surprised to learn that when she was his pupil in the public school and afterward in an evening school she showed sterling qualities of mind and heart.

LATIN AT COMMENCEMENTS.—We see that many of the Colleges in Illinois had Latin Salutatories at their commencements, and in one place the beginning and the end of the address was in Latin, and the middle part in English. An editor who was present objected to the mixture; we can hardly see why. That there is either good sense or good taste in setting a young man to gabble out a speech in a language in which not one of the audience can follow him except the professor who overlooked his work, we can hardly be convinced; and the more English the better. When the Latin is reduced to nothing the speech will be much improved. Not long ago we saw the diploma—in Latin—of one of our western mushroom institutions, the first four words of which contained four errors in Latinity.

TREES.—M. Becquerel continues his observations upon the temperature of trees. He finds that they are very conservative, and that changes of temperature in the air are perceived in them only after a considerable time. They offer a very remarkable resistance to cold; buds and leaves are often put forth while the roots are imbedded in the still frozen soil.

Tribune.

GOOD THINGS.—We spent a few minutes in a little school-house on the prairies a few days ago, and saw one or two points worthy of mention. The pupils are assigned as a regular exercise on Monday to bring in all the news items they can find; also, on the same day, to learn a Scripture lesson for Monday morning. Both these we commend: the first always, and the second in all places where the parents are in favor of it. Moral instruction is too much neglected, and the Bible, the great written standard of morality, too much ignored in these days. Our youth need more of its principles.

A HARD SHOWER.—On the first of May a 'shower' of meteoric stones fell in Muskingum county, Ohio, near New Concord. The sky was overcast at the time: a loud report like that of a cannon was heard, followed by frequent explosions, resembling the rolling fire of a platoon of soldiers. Persons looking up saw black specks in the air, and soon stones were seen to fall which sunk in the ground two feet or more; and some that were dug up at once were too hot to hold. Prof. Andrews, of Marietta, has one weighing over 100 lbs. The area in which stones fell is ten miles long and three wide, and it is supposed that 1,000 lbs. fell within that area. Some fell vertically; others so obliquely as to bound. Stones of these weights have been picked up: 4, 36, 51, 42 and 30 lbs.

In the Museum of the Smithsonian Institution we saw one of the largest meteorites in the United States, which was brought from Mexico, and weighs 252 lbs. Herr Weidner, a scientific German traveler, tells of one in Mexico weighing not


less than a ton. LAPLACE supposed these bodies to come from the moon: CHLADNI considered them parts of planets, which are in fact themselves small planets, moving round the sun, which fall in with our earth and fall to it.

CAUSE OF COMPLAINT.—A School Commissioner in the central part of the State thus writes to us:

"There has been a Teachers' Association organized in this county, and I am in hopes in time to see it in a more flourishing condition; but at this time there appears to be a want of interest among the teachers, which will ever exist so long as persons teach from necessity and no longer than they can find something more honorable and will pay better. Teaching appears to be a kind of a make-shift in this country. Nothing reliable or satisfactory in regard to most of the teachers in this part of the State. Money appears to be the object of many teachers of our State, and just so soon as they get a small capital by teaching, they either study a profession or go into business that will pay better. And my impression is this will be so for some time to come. It will take time to make a change in regard to this state of things. Yours truly,
I. W. O."

Well, friend O., what is to be done about it? We confess it a hard case; but we do not think it will be better soon. So wide-spread a trouble can not be mended hastily. We must direct our efforts principally to raising the public mind to a higher estimation of the teacher's work, to a more thoughtful consideration of the importance of the influences to which their children are subjected in the school-house, and to a more truthful view of education itself. Then they will demand better teachers, and pay them better; and the best men will not run away from the occupation.

DECIDEDLY MODEST.—The following occurs *four* times in two consecutive editorial columns of the *Rockford Register* of July 14:

" The Rock River Seminary at Mt. Morris, Ills., is the oldest and most thorough in the State. Send for a catalogue."

We supposed Rockford Female Seminary was not second to any in *thoroughness* in the estimation of Rockford people. Is the school degenerating, friend *Register*? or, is that editorial a paid advertisement?

STEREOSCOPES.—The Stereoscope is an instrument for combining the visual impression of two pictures into one, so as more accurately to represent the object pictured. To understand it more fully, if you have never seen it, try an experiment. Lay on the table before you in an irregular pile three books, and sitting five or six feet from them look at them with the right eye alone until you have a picture of them, as they so appear, fixed in your mind. Then close your right eye, and look at them with the left eye alone, without moving your head. The appearance of the pile will be a little different from the appearance to the right eye alone. Now we can reason it out that when we look at any object with both eyes, we really see, in one single view, the images as presented by the right eye and as presented by the left eye; in short, our power of vision unites the two pictures made by the right and left eyes into one picture or impression.

Now if you could have one picture taken to represent the pile of books as seen by the right eye, and another to represent it as seen by the left, and have them so placed that you could see them as one picture, the natural process of vision would be most perfectly imitated, and you would see a single perfect representation of the objects. And while an ordinary picture, on a flat surface, is itself

seen to be flat, the two conjoined pictures would look like the books themselves, solid and projecting. You cannot by any effort make the resulting single picture look to you flat or on a flat surface. The stereoscope does precisely this thing: it so places two pictures representing what would be seen by the eyes separately, that they are seen as one, with all the projection and solidity of nature. Hence stereoscopic pictures are, except in color, accurate pictures, as no others are.

Stereoscopes may be made in different ways. Wheatstone, the inventor, made them with mirrors, placing them so that only the images in the mirrors were seen: but the common method at present is to place the two pictures of the object, pasted on a single card, in a small camera which is fitted with lenses for the eyes, so that one looking through the lenses sees the conjoined picture.

Stereoscopes have as yet been applied to hardly any purpose but amusement, but surely are destined to prove useful as sources of information and education.

Dr. Holmes, in the *Atlantic Monthly* for June, 1859, in a lively article on this subject, proposes collections of stereographs as we now have of books in libraries. The only use he names is a small one that a traveling-vender of furniture carried stereographic pictures of his employer's manufactures, which represented them better than a book of plates.

We see by a circular from Messrs. Button & Pomeroy, New York, that they design keeping accurate but low-priced stereoscopes specially for sale to schools and for educational purposes. Those who are interested can send to them for circulars. A writer in the *Massachusetts Teacher* speaks with high commendation of the good effect of a stereoscopic camera and views in his own school-room: and though we are not sanguine enough to expect to see them introduced into our public schools so long as few provide good furniture and apparatus, here and there a teacher, in selecting something for his own pleasure and amusement, or to grace his own parlor-table at home, may think to obtain views that he can use in his school-room to entertain and instruct. We see that the Board of Education in Piqua, Ohio, purchased for their high school an instrument with one hundred views; and in Newark, Ohio, the children themselves made the purchase for their school.

SOME RECENT BOOKS.—*Bancroft's History of the United States*, Vol. VIII; being the second volume of the history of the Revolution. (Little, Brown & Co. \$2.25.) . . . *The Physiology of Common Life*. By G. H. Lewes. Vol. II. 12mo. pp. 410. (Appleton & Co. \$1.00.) . . . *Text-book in Intellectual Philosophy*, for schools and colleges: containing an outline of the science, and an abstract of its history. By Dr. J. T. Champlin, Pres. Waterville College. 12mo. pp. 240. (Crosby, Nichols, Lee & Co. 75c.) . . . *American Ecclesiastical Year-Book*. By A. J. Schem, Prof. H. brew, etc., Dickinson College. A work of statistics of all denominations, and of the religious history of the year. . . . *The Bobbin Boy; or, How Nat got his Learning*. Rev. Wm. M. Thayer. 12mo. pp. 310. (J. E. Tilton & Co. 75c.) This is an account of the boyhood and youth of Gov. Banks, of Mass., and is said to be a good book for boys. . . . *Analytic Orthography; an Investigation of the Sounds of the Voice and their Alphabetic Notation; including the Mechanism of Speech and its bearing upon Etymology*. Trevelyan Prize Essay. By Prof. J. J. Haldeman. (J. B. Lippincott & Co. \$1.75.) A valuable contribution to Philology. . . . *The Avoidable Causes of Disease, Insanity, and Deformity*. Dr. John Ellis, Prof. West. Med. Coll., Cleveland. 12mo. pp. 3v6. (Mason & Bros. \$1.00.) If the book fulfills the promise of its title, it should have extensive circulation.

PIANOS.—When we were lately in Chicago, Prof. Cady showed us a piano in his establishment, called the School Piano, specially designed for schools and academies, and institutions where the use of the piano is taught. It was remarkable for its combination of many excellences in small compass and at a low price. The frame was of iron; for compactness, the strings were arranged so that one portion lay above another; and, to save trouble in tuning, most of the instrument had but one string to each key. Yet the tone of the piano was full and good. We are musician enough to know whereof we speak; and we advise persons who need for children at home or for pupils at school such a piano as we speak of to call on Prof. Cady.

BENEFIT OF TRAVEL.—One must go from home in order to learn. While traveling we read something of Dr. Livingstone that never would have come in our way at home. A book was offered in the cars the advertisement of which sets forth the wonders of the volume, how Dr. L. was lost seventeen years in the jungles of Africa, and discovered a nation 4000 miles more remote from the sea than any other hitherto known; how he was imprisoned three years in a 'subterranean cavern, 3000 miles long, and discovers diamonds and gold, while in the cave, of countless value'. We had learned enough, and did not get the volume itself.

REV. CHARLES KINGSLEY has been appointed to fill the chair of Modern History at Cambridge, England. Mr. Kingsley is principally known here from his works of fiction; but in England he enjoys the complex reputation of a novelist, poet, historian, critic, social reformer, naturalist, sportsman, parish priest, and the chief leader of the so-called 'Muscular Christians'.

Exch.

A USEFUL OFFICER.—In Portland, Maine, they have an officer styled the 'Truant Officer', whose duty, as his name imports, is to arrest all truants from the schools during the school-hours, and return them to their duties. The arrangement is said to work well, much to the satisfaction of parents, and also to the residents of the town, who like quiet and order. In one of the schools the attendance of the boys had increased about twelve per cent. since the creation of the new office.

COLOR PHOTOGRAPHED.—The *Century* states that M. Becquerel has succeeded in getting a colored photograph of the prismatic spectrum in all its variety of colors.

MARRIED, in Framingham, Mass., August 1st, by Rev. John Pettingill, Mr. JAS H. BLODGETT, of Amboy, Illinois, to Miss MARY C. BROWN, of Framingham.

BENEFITS OF PHILOLOGY.—Humboldt, in the *Kosmos*, eulogizes the study of philology as a rich source of historical knowledge. The history of the British rule in India shows the practical bearing of such research. The interpretation of one word in the Vedas fifty years earlier would have saved many Hindoo widows from cruel immolation; and the philologists of England and Germany will yet establish, against the half-knowledge of native pundits, the fact that *caste* is no religious institution, and has no authority in the sacred writings of the Brahmins.

THE MOON.—Up to the present time the moon has been considered a dead volcanic ruin, without atmosphere, water, vegetation, or inhabitants. Recent discoveries have shown that the moon has an atmosphere, though one of great

tenuity. Mr. Schwabe, a distinguished German astronomer, announces that he has seen in the moon a kind of vegetation. He says that in the neighborhood of Tycho, one of the highest of the lunar mountains, there are, at times, patches and streaks of a greenish color, which, after a time, lose their hue. He considers this to be vegetation, growing up in the moon's spring and dying in its autumn. This green color he regards as proof of moisture in the moon. These discoveries and inferences are exciting much attention among astronomers.

JEFFERSON'S VIEWS OF LITERARY STYLE.—A few years before Mr. Jefferson's death he wrote a letter to Edward Everett, in which he gave his views on the general subject of style in composition. After discussing certain points of Greek grammar, Mr. Jefferson says:

"I acknowledge myself, at the same time, not an adept in the metaphysical speculations of grammar. By analyzing too minutely, we often reduce our subject to atoms, of which the mind loses its hold. Nor am I a friend to a scrupulous purism of style. I readily sacrifice the niceties of syntax to euphony and strength. It is by boldly neglecting the rigorisms of grammar that Tacitus has made himself the strongest writer in the world. The hypercritics call him barbarous; but I should be sorry to exchange his barbarism for their wire-drawn purisms. Some of his sentences are as strong as language can make them; had he scrupulously filled up the whole of their syntax, they would have been merely common."

Mr. Jefferson illustrates his meaning by a motto, which we have seen ascribed to Richard Henry Lee, but the authorship of which, it appears, belongs to a period antecedent to our revolution:

"To explain my meaning, I will quote the motto of one, I believe, of the regicides of Charles I: 'Rebellion to tyrants is obedience to God.' Correct its syntax, 'Rebellion *against* tyrants is obedience to God', it has lost all the strength and beauty of the antithesis."

VELOCITY OF SOUND.—M. Montigny, in a note addressed to the Academy of Belgium, questions the rate at which sound travels laid down in the books. He states that in a storm in September last he, while at a distance of three miles from where the lightning struck, could count but two seconds between the lightning and the thunder. Had the rate of travel of the sound been no more than 1,100 feet per second, as is generally supposed, there would have been an interval of fifteen seconds. Another gentleman, situated at nearly a similar distance in another direction from the place struck by the lightning, could perceive no greater interval than M. Montigny. Many other facts are noted by M. Montigny, all tending to prove that the rate at which the sound of thunder travels is much greater than 1,100 feet per second. In the meeting of the British Association for the Advancement of Science of 1858 it was shown that the sound of a cannon travels faster than the sound of the human voice.

Tribune.

MRS. CRAWFORD says she wrote one line in her song, *Kathleen Mavourneen*, for the express purpose of confounding the cockney warblers, who sing it thus:

The 'orn of the 'unter is 'eard on the 'ill.

Moore has laid the same trap in the *Woodpecker*:

A 'eart that is 'umble might 'ope for it 'ere.

And the elephant *confounds* them the other way:

A helphant heasily heats bat his hease,
Hunder humbrageous humbrella trees.

Exchange.

LOCAL INTELLIGENCE.

MR. DUPEE.—This gentleman, so recently our predecessor in the editorship of the *Teacher*, has resigned his place as Principal of the Chicago High School, and, we are told, intends to devote himself to the profession of law. We are sorry to lose such a scholar and gentleman from the ranks of the teachers of Illinois. The following action was had in the Board of Education:

The resignation of C. A. Dupee, Principal of the High School, was received and accepted.

Mr. Porter, Chairman of the Committee on the High School, offered the following resolution, which was adopted by the Board:

WHEREAS, Chas. A. Dupee, Esq., Principal of the High School, has tendered his resignation as such principal, which resignation has been accepted: therefore.

Resolved, That the Board of Education, in accepting Mr. Dupee's resignation, deem it fitting to express, and take pleasure in hereby expressing, their high appreciation and approval of his faithful and successful labors as such principal, from the organization of the High School to the present time.

NORMAL UNIVERSITY.—We see it stated in the *Prairie Farmer* that Mr. Libby and Miss F. M. Washburne are appointed to have charge of the Model School, and that Mr. J. A. Sewell has been appointed Professor of Chemistry, Botany, and Physiology, in the Normal department. The *Prairie Farmer* is in error in speaking of Mr. Libby as a graduate of the institution.

Of the appointment of Mr. Sewell the *Farmer* says: "In the appointment of Mr. J. A. Sewell (now of Cambridge, Mass., we believe) the Board recognizes what we regard an important feature of such a school—one which we think should have been made primary in the outset."

MONTGOMERY Co. Teachers' Institute was held at Hillsboro, July 11, 12, and 13.

MENDOTA.—The Town Trustees of Mendota have granted the petition asking for the union of three districts, for the purpose of grading the schools. This gives opportunity for putting in operation a much more efficient system than hitherto.

GALESBURG.—The *Galesburg Democrat* of July 3d says:

"It affords us pleasure to chronicle the adoption, by a majority of the legal voters of this city on Saturday last, of the 'Act to establish a system of Graded Schools in the City of Galesburg', passed by the last Legislature of the State, and which has thereby become a law. The result gives greater satisfaction, from the very decided expression of opinion, and the large majority in its favor, as follows: 505 for the act, 55 against it. At the last city election, the highest vote given was 629. It will not, therefore, be doubted by any one, that a *very large majority* of the legal voters of the city are in favor of it, and that they desire to see it put in operation as soon as practicable."

PUTNAM Co.—Last December the Supervisors of Putnam Co. requested the School Commissioner, Mr. G. D. Henderson, to visit the schools of the county and report upon their condition. The Board appropriated \$1.50 to him for each school visited, and ordered that his report be printed and distributed. Mr. Henderson executed the duty assigned him, and his report set forth what he found to

be needed in his jurisdiction, with a tabular statement of the schools; and to make his report still more useful, he appended to it the Rules suggested by Mr. Bateman, and originally published in the *Teacher*.

JO DAVIESS CO.—The Teachers' Institute is to be held at Nora, Aug. 27th, Monday.

MR. S. A. BRIGGS.—We learn that this gentleman is to teach next year in Beardstown. We congratulate our friend Overall, the School Commissioner of Cass County, and all the friends of education in that region, on their good fortune in obtaining Mr. Briggs as a fellow citizen and teacher.

PONTIAC.—The voters have determined to put up a school-house worth \$6,000, and have levied a tax of two per cent. Very spirited for the hard times.

JACKSONVILLE.—Mr. Edward P. Kirby, has become Principal of the West District School (where Mr. Bateman taught so many years), and E. A. Tanner assistant. R. M. Tunnel, the former principal, resigned.

OLNEY.—The voters decided to build the school-house of this town in the public square. We think that a much better plan than it is to put the court-house there, according to our western custom. Should we visit Olney a few years from now, we shall find that the taste and spirit of the people has shown itself in the surroundings of that conspicuous building, their school-house.

IS IT POSSIBLE?—One of our home exchanges speaks of a school-master in the vicinity of its office who is a groggery-loafer, and who has given written testimony of his inability to spell words of one syllable! Now let us brag of 'the dignity of the profession!'

PIKE COUNTY.—The Teachers' Institute is to be held at Griggsville, Monday, August 27th, and continue through the week. Mr. Simeon Wright is to be conductor; Mr. Bateman and Prof. Turner are to lecture.

MONMOUTH COLLEGE held commencement on Thursday, July 5th. On Monday an exhibition was had of the senior class of the Preparatory Department. Tuesday evening the Junior Exhibition occurred. Wednesday afternoon the society of the Alumni had their exercises. The commencement exercises of Thursday were held in a grove: at 10 o'clock the anniversary address, by E. W. McComas, Esq., of Chicago, on 'Faith', was delivered; and at 1 o'clock the class exercises took place: after these the President, Dr. Wallace, conferred degrees on six in the scientific department, and five in the complete course.

The catalogue of the institution, lately received by us, shows an attendance of 182 pupils: in the full course, collegiate 44, preparatory 51—total, 95; in the scientific course, collegiate 17, preparatory 70—total, 87.

We observe that Hebrew is made one of the regular studies in the full course, to a degree sufficient to enable the pupil to read the Hebrew Scriptures. Ladies are admitted to both courses on the same footing with gentlemen. College term opens Sept. 4th, 1860. Dr. D. A. Wallace is the President.

GENEVA.—Mr. N. F. Nichols retires from the public school, and Mr. Wilkie, of Oswego, succeeds him.

QUINCY COLLEGE.—We have the fourth catalogue of this institution, which is at Quincy, Illinois, and appears to be under the supervision of the M. E. Church. Rev. James F. Jaquess President. It has pupils of each sex, and presents in its list of studies special attractions as a school for music and modern languages. The next session begins Sept. 19th.

ILLINOIS CONFERENCE FEMALE COLLEGE held its anniversary exercises on June 20th. Thirteen young ladies formed the graduating class. Attendance during the year, as shown by the catalogue, 175. This institution, at present under the Presidency of Mr. Charles Adams, is at Jacksonville, and is under the supervision of the M. E. Church, Illinois Conference. The opening of the next term is postponed from its regular time to the Wednesday after the State Fair, in order to allow the great building to be used in entertaining the hosts that are expected to visit Jacksonville on that occasion. The college building will accommodate ONE THOUSAND persons.

"THE HIGH SCHOOL RECORD," from Quincy, we found to be a catalogue of the school, having all but two of its pages filled with essays of the pupils: a pleasant memorial to the teachers and pupils and their friends. But we are sorry to see that it is not a public school that has the honor of the enterprise, but a private school, established by a few citizens, and under the charge of Mr. Wm. M. Baker and two associates, W. A. Sutcliffe and Miss Lucy E. Whiton. May the school be an excellent one, and the public schools equal it.

ROCKFORD FEMALE SEMINARY, under charge of Miss Anna P. Sill, held its anniversary on the 11th of July. Anniversary sermons were delivered on the preceding Sunday, and on Tuesday Rev. H. M. Goodwin delivered an address before the Literary Societies. On Thursday, after the reading of the essays of the graduating class, Prof. Haven delivered an address on 'The Ideal and the Real'. A Seminary levee in the evening closed the pleasures of the day. The people of Rockford are proud of their Seminary, and of the reputation which it has gained under the energetic administration of Miss Sill.

WHEATON COLLEGE, at Wheaton, DuPage County, held commencement July 4th, and gave diplomas to its first graduating class. The exercises were in a grove. After the orations the former President, Rev. L. C. Matlock, delivered an address, and President Blanchard, in conferring the degrees, made remarks suggested by the occasion. Seven graduated, four of whom expect to study theology in the Chicago Theological Seminary. B. F. Taylor and Dr. Edward Beecher delivered lectures during the anniversary week; the subject of the latter was 'The Manners of a Christian Democracy'. The next term begins Sept. 5th.

BELOIT COLLEGE held commencement on Wednesday, July 11th. Anniversary addresses were by Hon. Harlow S. Orton, of Madison, on 'Learning Misapplied', by Rev. Samuel Wolcott, on 'The Lessons of History', and by Rev. J. L. Corning. The orations of the graduating class, seven in number, were delivered in a grove, and a 'sociable' at the house of President Chapin closed the day.

Wm. S. Kelsey, of Amherst, has been elected to the chair of Natural Philosophy and Astronomy in Beloit College.

THE CITY OF ELGIN paid for teachers' services, the year ending July 1st, 1860, \$3,352.49. A deficit existed in the school funds, to supply which the Council voted to appropriate \$668.30 from the General Fund.

MT. CARROLL SEMINARY, at Mt. Carroll, opens for its fall term August 20th. This is earlier than usual, and the change is made to accommodate better a class of teachers who resort to the institution to spend the time between summer and winter schools in reviewing studies preparatory to their winter's work. The Institution has a Teachers' or Normal Department. Mrs. F. A. W. Shimer and Miss C. M. Gregory are the Principals.

BEREAN COLLEGE, Jacksonville, held commencement on June 19th. We have no items of its proceedings.

EUREKA COLLEGE, Eureka, Woodford Co., held commencement Wednesday, June 27th. The literary societies held their annual exhibitions on the evenings of the 22d, 23d, 25th, and 26th. On commencement day the degree of A.B. was conferred on Mr. E. W. Dickenson, the first graduate of the institution.

MONTICELLO FEMALE SEMINARY held its anniversary exercises on Wednesday, June 27th. Ten young ladies formed the graduating class.

MR. CHAUNCEY NYE was recently elected, by the Board of Inspectors, Superintendent of Public Schools of Peoria for one year.

MARION COUNTY TEACHERS' INSTITUTE.—An effort made as early as last November to establish an Institute here has at last effected its design. Meetings have been held, though irregularly, since that time, and once or twice temporary organizations have been made. May 26th, the day being propitious, a goodly number of teachers were out, and a pleasant time was enjoyed by all. It was determined to hold the meetings monthly; whereupon committees to draft and report a constitution, arrange programme, etc., were appointed. June 23d, the Association convened and proceeded to the business of adopting a constitution, electing officers, etc.

During the afternoon, exercises were conducted in Practical Arithmetic, by T. Deeds; United States History, by Mrs. M. T. Goodwin; Geography, by R. J. Andrews. The conductress of History presented a chart which was quite a novelty. The Colonial and State History of our country were represented by what were designated two *historic trees*, of different sizes, the smaller representing the Colonial, the larger the State history, so connected as to show the *relation* of the aggressive acts on the part of the mother country, and the Declaration of Independence and other events of note that occurred about the time of the change from one government to another. Pelton's 'Outline Maps' were presented and explained, in addition to the regular drill exercise in Geography, by the conductor, R. J. Andrews. After the drill exercises adjournment was made to 7 o'clock, with the resolution before the house for discussion, 'That the Bible should be read in all our schools'.

Upon convening in the evening, Isaac Norman took the chair. Rev. J. Bassett then presented a well-prepared and able address to the Association. An essay was then read by Miss L. Hite. Owing to the lateness of the hour, the resolution

which was before the house for discussion was laid over until next meeting. After the business of the evening was disposed of, the Institute adjourned, to meet the fourth Saturday of July.

A. L. MILLS, Secretary.

S. W. LEONARD, President.

P.S.—Arrangements are being made to hold a semi-annual Institute in addition to our monthly meeting.

PRINCETON.—This is one of the oldest of the towns in the north half of the State, is a place of considerable wealth and ability to do, but heretofore has done little to put public schools in good, systematic efficiency. We cut a few slips from the Report of the Superintendent, showing a little the condition of things. Their school accommodations are spoken of thus:

"The first great want is *more room*. The north school-house has a main room 28 feet by 34½. In this are arranged 45 desks, with 4 additional when crowded. These would give sitting room for 98 pupils. But instead of using the seats as health and propriety demand, there have been *three* pupils seated on forms intended only for two, and, like a crowded omnibus, the house has been reported as having 'room for one more' till *one hundred and fifty* have been present at once, the pupils crowded, and breathing air almost pestilential, even with windows wide open, and an almost sickening draught meeting the visitor coming from fresh outer air into this carbonic-acid-gas factory. . . . There must be more room, or the work of *teaching* can not be done. The children can be shut within the walls for stated hours, but that is not teaching. Rooms should be rented between the two schools, and as far north as practicable.

"This matter of foul air and crowded accommodations is not as it should be in the south school. You have in this house windows without weights, very few of which can be opened at the top, and *no other* working mode of ventilation. You have two class-rooms, each 25 feet 10 inches long by 6 feet 2 inches wide, each lighted and ventilated by a single window. Fortunately, these have not been in use during the past session. An open window will not keep them pure from dead air when not in use, and they could only have been hotbeds of debility and disease during the crowded season, when *forty pupils*, a *coal stove*, and a *teacher*, all are reported to have supported combustion from that pocketful of air. You have also a class-room 24 feet 3 inches by 5 feet 8 inches, which we *have* used. This is in the primary department, and I have rarely entered the study-room of this department, even when all available windows and doors were open, without being reminded of our inadequate ventilation. The house is 40 feet by 60, containing on the two floors four school-rooms, with seats for 348 pupils as the desks are made; but I am informed that three pupils have often used seats made for two. The loose clothing has been, for the most part, hung about the school-rooms. Add the steam from damp overcoats and shawls and hats to the air already burdened with the exhalations of so many pairs of lungs, and you can form some idea of the atmosphere on a crowded day in wet weather. The effect is direct and plain. Pupils who go with regularity become debilitated and sickly, others perhaps go a few days till they breathe foul air enough to make them languid, then they stay at home a half or whole day till fresher air revives them, then repeat the process. Sickness and irregularity prevent progress, so that for the work of instruction the schools can not have their due efficiency. Teachers lose their *vacuity* and even their health; parents wonder why their children don't learn; and many hastily declare public schools a failure, when *room* and *pure air* would with the same teachers double the usefulness of the school.

"Free as air" ought to convey a proper meaning to the children of Princeton; but with the present arrangement of school conveniences it only indicates to them a close bondage. The partitions are of boards, and can be taken down in a few minutes. I would respectfully suggest that the partition in the Primary be taken down, and the benefit of a thorough current allowed there, and that provision be made for placing all the loose clothing for that story

in the hall. . . . I have said much on this point, for I deem it of the first importance. If it is expected children will be taught when sent to school, I must say in behalf of teachers that ROOM AND FRESH AIR must be furnished, or the listless child will fail to learn from the languid teacher. If it is not expected pupils are to be *taught*, a more economical mode of herding them can be adopted. Sufficient room can be inclosed to shut in all the children who may get in the way at home, a good roof put over it, and two or three stout fellows hired at \$18 per month to keep fires, shut the children in, keep them from fighting, and turn them out at the end of the sixth hour."

Of wages paid to ladies Mr. Blodgett says:

"A lady can not afford to spend time and money to obtain a suitable education and training to be a good teacher, when \$4, at most \$5 per week, is all she can get in a town where board takes from \$2.50 to \$3 per week. It requires a great deal of missionary self-denial. A teacher whose services are worth \$5 and teaches for \$4 pays one-fifth of her earnings for support of schools, being a tax of 20 per cent. Men some times think one half of one per cent. a high tax for educational purposes, but no others pay any such taxes for schools as those employed in them at inadequate wages; and, on the other hand, no tax is so poorly expended as that which is paid to incompetent teachers, let the nominal wages be what they may. 'Poor teachers at poor pay' is poor policy. 'Good teachers at poor pay' is little better. 'Good teachers fairly paid' is justice to all. It is due to the pupils that they have teachers whose services are valuable; it is due to the teachers that they receive fair compensation."

We quote the last part of the Report:

"The public school is a fixed institution in free America. The question is no longer Shall we have a public school? Much remains for private enterprise to do, but the masses will depend on the public school. The good public school is a fountain of order, knowledge, and prosperity; the poor one is a nuisance, degrading the manners of community, and a constant breeder of quarrels and trouble in community.

"Our neighbors, one after another, are arranging for as good graded schools as their position will allow. Shall Princeton wait till left entirely behind before she is prepared to give her children the best instruction? I know that is not the feeling of the people. They are to-day ready to sustain a judicious system of schools, yet it is in your power to decide what the next few years of these schools shall be. The schools will be full of pupils. If you will carry out your avowed purpose of systematic gradation, and will give us room to work, your teachers will see to it that their duty is done, and a system will be built up here, thorough from Primary to High School, creditable to the teachers, an honor and a benefit to the town. But if the opposition to public schools leads you to yield your purpose, the school will still live; but, cramped, and failing to rally to its support the different classes of society, it will struggle through varied changes and strifes till the honor of instituting economical, thorough graded schools shall come upon some Board elected in future years, after the petty issues of to-day are forgotten."

We are sorry to add that the Directors decided to make no provision for the wants of the schools as indicated in the Report, and abandoned the plan of grading the schools, saying they could not afford the expense! No town can afford the expense of an unorganized large school, which they propose to carry on instead of a graded school.

The city of Amboy made very liberal propositions to Mr. Blodgett, who will take charge of their school after his return from the East. The Directors have shown a determination to put their school in efficient working order.

MISSOURI STATE TEACHERS' ASSOCIATION.—This association met at St. Louis, July 10th. The exercises were opened by reading a polished and scholarly article

by the President, Prof. C. S. Pennell. In the evening, as is usual on such occasions, several persons who had been invited to address the convention were not present. This occasioned no little disappointment; whereupon, just before the close of the session, the following resolution was adopted:

Resolved, That the faithful keeping of engagements, essential to success every where, is especially the duty of teachers, and that this duty is made more imperative when, as in case of public engagements, large numbers of persons are disappointed by the failure of one individual.

Numerous essays were read: some of them indicated originality and merit.

The principal subject of interest was that of a State Normal School. A plan was submitted for one central and four branch institutions; the central or parent institution to be put in operation first, and afterward the others as they may be required and the funds raised to start them. The plan was approved and urged upon the attention of the next Legislature.

As most of the teachers had left for the East, or on trips of pleasure up the Mississippi, the attendance was small. The accounts of the state of education in the rural districts set it down as being at rather low ebb; yet an increasing interest is being aroused in the subject, and some good public schools are in operation. There are about a dozen private schools in the State that furnish a good course of instruction for the sons and daughters of those who are able to meet the expense.

For several years the meetings of this association have been growing less and less. They have now concluded to change the time of holding them from midsummer to winter. The next session takes place on the 26th of December, proximo, in St. Louis.

The schools of St. Louis are said to be in a flourishing condition. Many able teachers are employed. * T. *

Another correspondent gives us the following:

The Missouri State Teachers' Association held its annual session in St. Louis on the 10th, 11th and 12th of July. About seventy-five teachers were in attendance.

The most important subject before the convention for discussion was that of a State Normal School, upon which Prof. Tracy, of Jefferson City, made a short report, indicating what had been done in the way of bringing it before the public and the Legislature. The main features of the bill, which Mr. Tracy has strong hopes will be passed by the next Legislature, are, the division of the State into five districts—one central, containing the *parent* institution, and four embracing the northeast, northwest, southeast, and southwest sections—a State Board of Education, the Superintendent of Common Schools and the Attorney General being members *ex officio*—the central school to be supported by an appropriation not to exceed three per cent. of the annual State school fund—each of the other four districts to be entitled to a Normal School, and, for its support, an appropriation of a sum not to exceed six per cent. of the annual State School money going to such district, upon a petition from a majority of its counties, with a sufficient guaranty of grounds and buildings—each of the four districts to have a local Board of five to manage its pecuniary matters; but all questions relating to the appointment of instructors, admission of students, course of study, text-books, etc., are to be decided by the State Board, of which local Boards will be a part.

Several good essays were read, and the lectures of Prof. Pennell and Rev. Dr. Wines were very able.

Although this Association is small in numbers, yet it is able in the earnest, educated and experienced men it contains, among whom we noticed at the present meeting Drs. Laws and Wines, Chancellor Hoyt, Profs. Tracy, Love, Low, Luckey, Pennell, Divoll, Robinson, and Pinckard.

We were especially pleased with the harmony, decorum, and dignity, which characterized the meeting in all its proceedings. * W. *

B O O K S A N D P E R I O D I C A L S .

PHONETIC PRIMER, FIRST READER, AND SECOND READER. 5, 10 and 20 cents.
 Primer and First Reader by Elias Longley, and Second Reader by Benn
 Pitman. Cincinnati: Longley & Co.

The evidence is very strong that the best way of teaching to read is by the use of Phonetic Readers. We have never seen it tried, and have never been in a position to try it since we have been of this opinion: but the evidence afforded by the experiments of others is conclusive to us that pupils taught by this method will learn to read better, sooner, and with more ease, than by the common method. We have watched the course of teaching by analysis of words, and see that it is an imitation of the phonetic method, comparing with it about as a hand-car with a locomotive. In teaching by analysis the teacher makes the pupil analyze words into their constituent sounds, and tells him that the first sound in *man* is represented by *m*, and that when he sees that letter in reading he is to make the sound which comes first in *man*. The third sound and the letter *n* may be dealt with in like manner, except that the teacher must say, sooner or later, that when the *n* has a *g* or a *k* after it it has not the common sound at all; and even that exception will not cover all the variations. With the second sound the teacher has still more difficulty: the pupil easily learns it, and is told that *a* stands for it, and that when he sees that character in a book it means the sound which it has in *man* oftener than it means any thing else! Every child that has sense enough to come in when it rains must wonder why the men that made books, and made letters to stand for sounds, did not make enough, so that every sound could have its own letter, and every letter its own sound. But this analytic method is one of the best ways now in use: we would say at once the best, but that it might seem to exclude the word-method, which has much in its favor, and can be well used in connection with the analytic method. And when the teacher meets with variations from the usual sounds of letters he teaches them as exceptions to be directly learned as such.

Now the phonetic plan uses an alphabet which retains twenty-three of our common letters (all but *c*, *q*, and *x*), to all of which is assigned their most usual sound; and which adds twenty other letters to represent sounds which are exceptional to the prevalent use of our letters. The pupil learns to read the Phonetic Primer and Reader with ease and accuracy, and with a clearness of pronunciation which few get under the old method; and when he has become familiar with reading in this way, he can pass to a reader of the common type and translate its irregularities into speech, with a little instruction, more easily than he could learn the same irregularities at the time when he was grappling all the difficulties of beginning to read. That this is true is no longer matter of theory, but has been proved by experiment; and no theoretical objections are of any avail against the fact.

Whether phonotypy is to supersede heterotypy in all our books in some future age has nothing to do with the question of the best way of learning to read in 1860; and, leaving posterity to settle its own questions, we maintain that the children of this day should have the best known methods in use for their benefit.

Nevertheless, we know that the stiff fogysim that rules in other matters has its place in education most strongly, and that with all our talk about progress, hardly any of it comes from colleges, normal schools, academies, and high schools. Generally new and improved methods win their way with single men, and in private schools; and when the light is too strong to be overlooked, a new generation will walk by it after securely inearthing their fathers.

There are teachers in Illinois who are using successfully the phonetic method, in spite of the doubts and sneers of men who know nothing of what they sneer at; and we should be glad to know that still more find opportunity to follow this course.

Those who are in a position to repeat the experiments in the use of phonetic books for the purpose of teaching to read will find the primer and readers named above very good for the purpose: they are part of a complete series that is to be issued. The same publishers issue a series of charts containing, in large type, twenty-four 'first lessons in reading'; these in sheets cost 50 cents.

A PRACTICAL SYSTEM OF RHETORIC. By Samuel P. Newman, Prof. of Rhetoric in Bowdoin College. Sixtieth Edition, 1859. 12mo. pp. 312. 75 cents. Ivison, Phinney & Co., and S. C. Griggs & Co.

Newman's Rhetoric, though first issued twenty-six years ago, is not yet supplanted by its younger rivals, but has excellences in its manner of presenting the principles of the subject which keep it in use still. It does not attempt as much as most treatises, and does better what it does attempt, giving more consideration to the subjects of style and taste. It is not supplied with exercises, and is best used in connection with some work furnishing them.

MANUAL OF GEOLOGY: Designed for the use of Colleges and Academies. By Ebenezer Emmons, Prof. Nat. Hist. and Geology in Williams College. Second Edition, 1860. Large 12mo. pp. 297. \$1.50. A. S. Barnes & Burr.

We are not practical geologist enough to judge this book as such; but, reading it as a lay reader, we find it an interesting book in matter and style, and see that it is peculiarly adapted to the study of the Geology of our own country, as it draws most of its illustrations from geologic facts in the United States. It is profusely illustrated, most of the figures representing fossils of the animal and vegetable kingdoms.

TOPICAL LEXICON.—The Readable Dictionary, or Topical and Synonymic Lexicon: Containing several thousands of the more useful terms of the English Language classified by subjects and arranged according to their affinities of meaning; with accompanying etymologies, definitions, and illustrations. For the use of Schools and Private Students. By John Williams, A.M. Columbus, Ohio: M. C. Lilley. 8vo. pp. 360.

We saw a copy of this work a few months ago, and examined it with much interest. With all our Webster and Worcester Dictionaries, in all their editions, there is still in schools a lack of means for ascertaining the true meaning of words in a manner which shall be at once easy of use and complete in its result. A word needs to be compared with others of the same general signification before it is fully understood. It is true that nothing but literary culture can give any one that full acquaintance with the meaning of words — their solid contents and

superficial measure, so to speak,— which gives control of the resources of the language. We always test a man's culture by his use of words.

This *Topical Lexicon* abandons the alphabetical arrangement, and puts together words relating to the same subject, defining each one, giving etymologies when sufficiently simple, with occasional explanatory notes and citations. It becomes thus a treatise on synonyms practically more useful than any other that we have seen. An Alphabetical Index enables us to refer to any word; and from this index we find the number of words to lack but little of 7,000.

In closing this notice, we most heartily commend the work to teachers and pupils, and to general readers. We wish we could name its price and say where it is to be found; but can not at present. We close by giving a sample of the work. Under the general title *MORALS*, we find the following, selected at a venture:

11. REPUTATION.

THE CHARACTER consists in the aggregate of the moral qualities by which an individual is distinguished. See *To Engrave*.

REPUTATION is the estimate in which a person's character is held by others. (L., *re*, again; and *pulo*, to think.)

Repute is the opinion entertained by people in regard to any person, practice, or thing; as, a man of *repute*, of good *repute*, of no *repute*, of bad *repute*.

Reputable, being in good *repute*.

Disreputable, being in bad *repute*; as, a *disreputable* action.

FAME is, 1. Public report or rumor. 2. Report that exalts the character. (Gr., *φημι* [*phemi*], to speak.)

Famous, much talked of and praised.

RENOWN is exalted reputation on account of great achievements or accomplishments. (Fr., *re*, again; and *nommer*, to name.)

SCIENTIFIC AMERICAN.

The following notice has appeared in many of our newspapers on behalf of the *Scientific American*, and we willingly give place to it in our pages:

One of the most interesting and useful publications which come to our sanctum is the *Scientific American*, a weekly publication, devoted to popular science, new inventions, and the whole range of mechanic and manufacturing arts. The *Scientific American* has been published for fifteen years, by the well-known Patent Solicitors, Messrs. Munn & Co., 37 Park Row, New York; and has yearly increased in interest and circulation, until it has attained, we understand, nearly 30,000 subscribers, which is the best of evidence that the publication is appreciated by the reading public.

To those of our readers who may not be familiar with the character of the paper, we will state some of the subjects of which it treats. Its illustrated descriptions of all the most important improvements in steam and agricultural machinery will commend it to the Engineer and Farmer, while the new household inventions and shop tools which are illustrated by engravings and described in its columns, with the practical receipts contained in every number, render the work desirable to housekeepers, and almost indispensable to every mechanic or smith who has a shop for manufacturing new work or repairing old.

The *Scientific American* is universally regarded as the inventor's advocate and monitor; the repository of American inventions, and the great authority on law, and all business connected with Patents. The Official List of Claims, as issued weekly from the Patent Office in Washington, is published regularly in its columns. All the most important Patents issued by the United States Patent Office are illustrated and described on its pages, thus forming an unrivaled history of American inventions.

It is not only the best, but the largest and cheapest paper devoted to Science, Mechanics, Manufactures, and the Useful Arts, published in the world. Hon. Judge Mason, formerly Commissioner of Patents, is not only engaged with the publishers in their immense Patent-Agency department, but as a writer on Patent Laws and Practice his ability is forcibly portrayed in the columns of this paper.

The *Scientific American* is published once a week (every Saturday), each number containing 16 pages of Letterpress, and from 10 to 12 original Engravings of New Inventions, consisting of the most improved Engines, Mills, Agricultural Machines, and Household Utensils, making 52 numbers in a year, comprising 832 pages, and over 500 Original Engravings, printed on heavy, fine paper, in a form expressly for binding, and all for \$2 per annum.

A New Volume commenced on the 1st of July, and we hope a large number of our readers will avail themselves of the present opportunity to subscribe. By remitting \$2 by mail to the publishers, Munn & Co., 37 Park Row, New York, they will send you their paper one year, at the end of which time you will have a volume which you would not part with for treble its cost. The publishers express their willingness to mail a single copy of the paper to such as may wish to see it without charge.

SCRIPTURE SCHOOL READER. Compiled for the use of schools, by W. W. Everts and Wm. H. Wyckoff. 12mo. pp. 348. Ivison, Phinney & Co., New York; S. C. Griggs & Co., Chicago. 75 cents.

Here is a book made entirely of selections from the Bible, arranged in chapters according to subjects, without any sectarian bias or purpose, with references at the bottom of each page to show from what place the selections are taken. The didactic, the historical and the poetic parts of the Bible are represented in separate divisions.

In using the Bible itself as a text-book, the teacher is obliged to make selections, which he will not do as well as it is here done for him; nor will he have the advantage of having subjects treated consecutively. This is an advantage for school purposes, though it would be a disadvantage in the Bible itself. Again, the verse-division in our Bible is a nuisance for every purpose but ease of reference; this Reader arranges the matter in paragraphs.

It is, as Dr. Cheever says, an exceedingly valuable work, and such a work as is needed for the introduction of the scriptures into schools in a convenient and unobjectionable way.

CLASS-BOOK OF BOTANY; being Outlines of the Structure, Physiology and Classification of Plants, with a Flora of the United States and Canada. By Alphonso Wood, A.M. Parts I, II, and III. 8vo. pp. 174. N. Y.: A. S. Barnes & Burr.

Prof. Wood's *Class-Book of Botany* was first issued in 1845, and became a very popular text-book. The present work is in effect a new book, and is much in advance of the old one. The publishers have issued the first fifth part of the work separately, giving 174 of the 800 or more pages which will constitute the complete work. This prodrome contains the parts of the work that treat of Structural Botany, of Physiological Botany, and of Systematic Botany, or Classification. It is profusely illustrated with well-executed cuts, and makes an excellent text-book. The reputation of its author and the popularity of his earlier work are sufficient vouchers for that, and it has recommendations from high quarters.

THE USEFUL AND THE ORNAMENTAL: A Western Manual of Practical Rural Affairs. By C. Thurston Chase. 96 pp. Paper cover. 25 cents. S. C. Griggs & Co., Chicago.

This is one of a series of Hand-books by Mr. Chase on rural affairs. It treats briefly but practically of the arts of hedging and tree-planting, the making of hedges and groves and lawns and flower-gardens to make our prairie homes more comfortable and beautiful. It is written in very plain and clear style, and contains much useful information and good advice in a small compass. We have read many of its pages with interest, though having no occasion for their directions.

BANK-NOTE REPORTER. E. I. Tinkham & Co., Chicago. \$1.

The old saying 'Blessed be nothing' often comes to us when we have renewed evidence in hand of the skill of the counterfeiter in defrauding the unwary. Messrs. E. I. Tinkham & Co. do what they can to protect the community by an excellent Detector, which will aid even the best-skilled eyes.

BOYS' AND GIRLS' OWN MAGAZINE. Wm. L. Jones, Sixth Avenue, New York, Publisher. 75 cents a year.

A very lively little journal for juveniles, containing much that is entertaining and useful.

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* * Teachers and School Officers desirous of introducing these works are respectfully invited to correspond with the publishers.

W. B. SMITH & Co., Cincinnati, O.

ILLINOIS TEACHER.

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No. 9.

THE MORALITY OF OUR SCHOOLS.

MR. EDITOR: It is our misfortune some times to be blind to the imperfections of the persons or things we highly esteem, or to palliate their faults if they are brought to our notice. Such blindness and palliation are commendable when the fault is chronic, as 'what ea' n't be cured must be endured'; but there are cases in which it is criminal to endure that which we may cure, and to such may be applied the text which says 'faithful are the wounds of a friend'. In our zeal for a general system of education we often overlook, from habit or indifference, those things which are prejudicial, but which may with care be reformed. It grates on our sensibilities some times to hear ill-natured remarks and offensive comparisons made at the expense of our common schools; and yet, while we feel that we have much to be proud of in the present condition of our common-school system, we must not permit ourselves to be blind to any fault, but rather seek to find faults and cure them.

We have heard many complaints against the operation of the common-school system; but that which gave us the most concern was the charge of immorality. It has been often said that immorality is a necessary incident of the *common school*, inasmuch as the pupils are drawn from all classes and grades of society, even the lowest and most degraded, and that, necessarily, there must be, by imitation and contact, a coarseness, rudeness, and vulgarity, not found in those denominated by way of special distinction *select schools*.

Without desiring to draw an offensive comparison between two systems, each good in its sphere, it would be well to make some investigation of the subject; and in so doing we will be pleased if even the

select schools may derive some benefit from the operation, as we have no doubt the common schools will.

How shall we investigate this charge that we may ascertain its truth or falsity? What standard shall we raise by which to test the excellence of any school in a moral point of view? It is comparatively easy to determine the intellectual and physical development of pupils, and to ascertain, if good or bad, how much their condition owes to the system of intellectual or physical discipline they have been subjected to. It is easy to see that a pupil enjoys good health; it is easy to demonstrate that he has acquired the multiplication-table or the binomial theorem with its applications; and if this may be done in one case, a whole school may be brought to the same test. But how shall we test the morality of a school? Perhaps some one will answer, 'Just as we test its intellectual growth, by an examination of the teaching imparted and of the corresponding knowledge acquired, on moral and religious subjects, from Bible-reading, commandments, catechisms, and moral lectures'. Yes, my dear friend, these are all very good, admirable, indispensable; for we esteem the Bible as the only revelation of God to man, and the only true standard of morality; but still, perhaps, you do n't understand our idea — how shall we know the practical morality of the school, not so much what they *know* as what they *do*? Theory and practice do not always accompany each other, for one of the most immoral schools we have known was the most Religious — we do not mean the most Christian, but the most Religious. How may I assure myself of the safety of my son and daughter when I commit them to the care of any school? The evil influences may be stronger than the precepts of virtue, and they may be ruined by 'evil communications' before I am aware of it; for the inclinations of the human heart are always in the direction of vice and in opposition to virtue. I will try to answer the question.

It is a part of our philosophy that ethics and esthetics are as nearly allied as Christianity and cleanliness. If you would christianize a savage you must first wash him; if you would render the moral character of a school pure, you must cleanse and purify your school-building and its appurtenances, and keep them so. While we would form our opinion of the practical value of the moral instruction by the general deportment of the pupils in and out of school — by their profanity, quarreling, vulgarity, and rudeness, or the reverse, — we would not consider these indications infallible, as a very profane boy may not, and probably will not, indulge in that vice in our presence; and the fact that a boy does not quarrel and swear in our presence is no proof that he may not when we retire. Under our observation children

rarely do wrong; and the great query is to know the value of our influence when our observation is withdrawn. This we may learn as Robinson Crusoe did the presence of humanity on his desolate island — *by the tracks*.

It is a very delicate subject to point out ALL THE TRACKS which indicate vicious indulgence in and around the school. The very fastidious might be shocked if we would open their senses of sight and smell to certain offensive realities in and about the school which they never perceived, or at least appreciated. It is certain, however, that they who might be shocked the most are they who understand the subject least, and have most to learn that the moral character of a school and their fitness as teachers are indicated by the *moral character of the building and its premises*.

Can children be virtuous who are daily brought in contact with vulgar, profane and obscure associations, shocking to every sense of decency and virtue? Can the best precepts of morality, daily uttered, overcome that taint which is patent in, on and around the school-building? Can that teacher's influence be virtuous, whatever attention may be given to instruction in the duties of morality, who goes in and out daily before the school and is too blind to see or too careless to cure those vices which are indicated by such TRACKS?

Perhaps these things are so common that they are esteemed the inseparable concomitants of the school, and not regarded as powerful immoral forces operating on the susceptible minds and passions of children. That they are common enough we know; but that they are inseparable we do not believe.

Were we seeking to know the intellectual and physical character of a school we would go where the children *are*. Did we desire to learn the moral character of a school we should go where they *have been* and find their 'tracks'—around—and—'back'.

CHEMISTRY IN A RIVER.

ALTHOUGH the world is given to man for a possession and he is crowned with dominion over it, he seems to exert but little influence upon any of its great features or upon the processes of nature. If he has a road to make, he finds it best to run around the mountains or laboriously to scale them; for he can not remove them or pierce them

except at great cost. Rarely can he venture to turn a river from its course, though he can get up a substitute, for commercial purposes, in the form of a canal. He seems able to avert the lightnings from a limited space by his magic rods, but the tornado plays with all his structures as with straws, and his strongest ships can not withstand the battery of the ocean-waves when tossed with storms.

In some things man appears to have exercised an influence upon the processes of nature, not with forethought, but incidentally. We are told that since groves have been cultivated in Lower Egypt rain falls where it was before unknown. Years ago it was stated by European observers that the network of railways in Western Europe had affected the violence of thunder-storms, and had, by equalizing the inductive influences of clouds and earth, rendered the local outbursts of electricity less frequent and less injurious. And we have in our own country a singular instance of the effect of human actions upon a considerable river, thus affecting the welfare and comfort of great cities.

The Schuylkill River, rising from the mountains of the coal region which lie east of the east branch of the Susquehannah, flows thence to the Delaware, which it joins near Philadelphia, affording to that city its supply of water abundant and pure. In its course, from its formation as a river by the junction of its mountain-tributaries near Pottsville, about a hundred miles from its mouth, to its junction with the Delaware, it flows at first with a rapid stream through the coal region, and afterward with gentler movement through the richer country of Berks county and the counties nearer the Delaware. At Philadelphia a dam has been thrown across it to secure power for the water-works. An inquiry instituted not long since to ascertain its purity and fitness for all the necessities of life has developed an interesting chapter in its natural history.

It was found that the Schuylkill is inhabited by tribes of fishes different from those which formerly occupied it. All fish have deserted the stream above Reading, which is fifty-eight miles from Philadelphia and thirty-five miles below Pottsville, which we have called the head of the Schuylkill. The catfish of fine flavor for which the stream had long been famous disappeared almost wholly after the building of the dam, while other tribes formerly rare have taken up their homes in the waters. The steamboats and canal-boats, which, as vehicles of an immense traffic, disturb the quiet of the river, have probably had some influence upon this result; but the manufacturing establishments in the vicinity of Philadelphia have had much more. The rag-bleachers at Manayunk, a few miles above the dam, the slaughter-houses pouring tides of blood and filth into the slack-water,

the huge glue factories which discharge their refuse animal matter into the river, all above the dam—these, while so defiling the stream as to offend its earlier inhabitants, have made it a more inviting abode for the new-comers. As these manufactories and slaughter-houses have increased in number and in activity, they have become more and more detrimental to the city by affecting the purity of its water, and it has become necessary to abate the nuisance and protect the river.

Higher up, however, was a stranger play of forces. We have said that all fish have deserted the Schuylkill above Reading. The trout, lovers of cold mountain waters, were formerly known to sport in its pools: why have they left them, when no vexing keels or nauseous outpourings of animal slime had disturbed their quiet and limpid haunts? The recent investigation has solved the riddle.

Of one hundred and thirteen collieries which are on the head-waters of the Schuylkill, sixty-six are below the water-level; that is to say, in the excavations of these sixty-six water would accumulate if the miners did not remove it constantly. But the water that leaks into these shafts and galleries is not pure. The shales and slates of the seams in the coal contain sulphuret of iron which is undergoing oxidation, which process generates sulphuric acid; and the water, percolating the acidulated rock and earth, carries into the mines this strong acid, which gives great trouble to the operators. It eats all metal implements with which it comes in contact, rots clothing, and preys upon vegetable tissues. The iron rails of the little railroads running into the mines—‘gangway railroads’—must be renewed every few months. Tools and machines moistened with it are soon worn out. It is pumped out by steam-engines whose boilers are generally supplied with water brought at no little cost from a considerable distance. Rivulets of this devouring water are poured from these sixty-six mines into the Schuylkill and its tributaries in the coal-mountains, and they have changed the character of the stream. Occasional freshets may purify it of its acidity, but they are transient and the impregnating cause is permanently at work, though urged by human wills for human purposes.

The country below the mountain region has its soil resting upon limestone, and the streams of that country are of hard water, because of the solution of the lime-salts. Such is Maiden Creek, which enters the Schuylkill above Reading. Both streams have clear water; but when they join in their flow toward the ocean, their mingled waters become turbid and of a milky appearance. One brings salts of lime and the other an acid which has strong affinity for lime, and there is produced the insoluble sulphate of lime, which for a time and space

beclouds the water, until it settles to the bottom. Thus when the water reaches Reading it is neither turbid, nor acid, nor hard. If it were acid, as above the Maiden Creek, it would be unfit for use, as it is in the mountains; and steam-engines would be especial sufferers by its consuming qualities, so that hundreds of manufactories which now use its waters could not exist. The great city of Philadelphia would be without pure water, and the very coal-trade, which is one of the sources of her great prosperity, would bring in its train a great evil. But the acid waters of the upper Schuylkill by neutralizing the lime of the lower tributaries really make the water better than it would otherwise be.

What a grand and beautiful example is this of the play of chemic forces for the welfare of man! Though the hand of man appears unconsciously forging a link in the chain of causes, we find here an instance of the wonderful work of the Providential Nature, which is but another name for the Creating God, that makes rich the great earth for the children of men. "The endless circulations of the divine charity nourish man."

S. S.

A PROBLEM IN LANGUAGE.

IN Dean Trench's 'English,—Past and Present', in the first lecture (p. 29), we find the following:

"If any of you should wish to convince yourselves, by actual experience, of the fact which I have just now stated, namely, that the radical constitution of the [English] language is Saxon, I would say—Try to compose a sentence of ten words and no more, on any subject you please, employing therein only words which are of a Latin derivation. You will find it impossible, or next to impossible, to do it; whichever way you turn, some obstacle will meet you in the face."

Upon reading this we mentally accepted the challenge, thinking that it could not by any means be impossible, and might not prove very difficult. We found, however, that our first sentence cost us about ten minutes; but in that time we discovered principles of construction by the use of which we could make others more easily. Here is our first, lumbering enough, to be sure, but still meeting the proposed conditions: 'Plethoric private libraries, manifesting multiplied accumulations, dishonor numerous ungenerous avaricious possessors.' The next one cost us about six minutes: 'Parsimonious cultivators frequently exhibit arrogant ignorance, neglecting valuable agricultural literature.'

We then tried a third, proposing the additional condition that all the words should begin with the same letter; and this, a much harder task, we accomplished in half an hour, as follows: 'Prodigiously pre-tentious pedagogues, pompously professing peculiar proficiency, provoke pernicious prejudices.'

We thus found Mr. Trench's 'obstacles' quite avoidable, and can easily make such sentences, with his limitation as to number and origin of words, in three or four minutes. Here are other examples, no one of which cost five minutes: 'Fantastically ornamented figures, profusely proffering intoxicating pleasures, tempted modest neophytes.' 'Anciently, honored philosophers, discoursing fluently, eloquently indoctrinated vast Athenian multitudes.' 'Pharisees, publicly scrupulous, affecting peculiar sanctity, privately appropriated orphans' heritages.' Here is one which does not sound at all pedantic: 'States electing officers annually frequently present very animated political contests.'

Shall we give you our key to the puzzle, or will you study it out yourself? We first sought to know what classes of words are certainly excluded. We found at once that all words ranked by grammarians as pronouns, adjective pronouns or pronominal adjectives, articles, prepositions, conjunctions, and interjections, are excluded. We have left nouns, adjectives, verbs, participles, and adverbs. Now by using a transitive verb which can be modified by an adverb and which takes an object that can be modified by an adjective, we have four words provided for; and if the adjective and the adverb of the predicate can be modified by adverbs, we have six words. Our subject must be a noun, which can be modified by an adjective; and if we also modify it by a participle from a transitive verb, we can attach to the participle an adverb and an object; thus our subject, adjective, participle, adverb, and object, make five words more; and if the adjective and adverb be such as to take adverbial modifiers, and if the object of the participle takes an object modified by an adverb, we have four words more. Thus our calculation provides for an easy grammatical relation of fifteen words, and sentences of ten words may, after a little study, be made on these suggestions: and the plan may be varied in several ways, as our examples above show. Here is a sentence composed of words of Latin origin, and including all the fifteen elements named above: 'Veterans eminently venerable, very garrulously relating carefully-preserved traditions, frequently intensely interested marvelously-credulous auditors.'

It may afford a little amusement some times to attempt such philological puzzles, the solution of which will test one's facility and proficiency in the use of language in a novel manner.

Q. Q.

SCHOOL DISCIPLINE AND SCHOOL MANAGEMENT.

DISCIPLINE is the first item that will claim your attention, and it is an all-important item. It lies at the very foundation of your labors; and unless you have right views and adopt right measures on this point, it will be useless for you to hope for success in teaching—for without good discipline there can be no truly successful teaching. One may be able to *govern* a school, and yet not competent to *teach* the same; but he can not, in the highest and truest sense, teach a school unless he can also govern it. True teaching implies correct discipline. But I will proceed to give a few hints, which, I hope, may be of some service to you.

Try to cause your Pupils to feel that you are their Friend.—Let all your plans and arrangements be made with reference to their good. As, for the first time, you enter the school-room, do it with a cheerful look, which shall indicate that your heart is in your work. Let your words be but the kindly expression of friendly feelings and good intentions; let no frowns cloud your brow, even though all may not, at the outset, be just as you might wish. Perfect discipline can not be established in a day; yet you must aim to secure it gradually and surely. But you may ask what I mean by *perfect* discipline. I say, negatively, that I do not consider it to consist in rigid and upright positions, in exact and undeviating movements, nor in constrained looks. I say, positively, that I consider that school in a good state of discipline in which the pupils attend to all their duties, perform all their movements, and regard all the requirements of the school, with cheerful alacrity, and with an evident and constant desire to coöperate with the teacher—studiously and pleasantly refraining from every act which may tend to disturb the teacher or the school. “I consider a school judiciously governed where order prevails; where the strictest sense of propriety is manifested by the pupils toward the teacher, and toward each other; where they are all busily employed in the appropriate duties of the school-room, and where they seem to be under the influence of the teacher as a leader, but not as a driver. There is some difference of opinion as to the degree of stillness possible or desirable in a school. We all agree, however, that, for a still school, all *unnecessary* noise must be excluded.”* The best governed are

* Admiral Stone.

they who seem to be ungoverned, save by the inward desire to do right ; and the best disciplinarians are they who govern without seeming to govern. If you would succeed, do not attempt to govern too much. Lure your pupils into the right path by kindly words and friendly acts, and thus gain that perfect control over them which you should possess, and at the same time have their obedience cheerful and prompt. In this way you will govern them, and at the same time they will not feel that they are governed.

Govern Yourself.—Unless you can exercise a good degree of self-government, you can hardly expect to govern others. It will not always be an easy matter for you to exhibit perfect self-control, but you must aim to do so ; and if you can succeed in so governing your own feelings as never to appear angry or annoyed, you will find no difficulty in governing your pupils. I do not mean that you should be entirely regardless of the conduct of your pupils, but merely that you should not allow their errors to cause you to lose your patience by exhibiting some sudden ebullition of passion. You know how ready some people are to take offense and show anger. A faithful servant, who had long borne the abusive words of his petulant master, finally said to him that he could no longer tolerate his captiousness, and that he was determined to leave his service. “ But, Peter,” said the relenting master—“ Peter, you know I mean no harm, and that I am no sooner mad than pleased again.” “ Very true, master,” replied Peter ; “ but I also know that you are no sooner pleased than mad again.” So it is with some teachers—they allow feelings and expressions of anger and pleasantness to follow each other in such ludicrously rapid succession as entirely to impair their influence.

Let Circumstances modify your Views of Order and your Plans to secure it.—Some teachers form a certain view of discipline, and certain undeviating plans for securing it. With them attending circumstances have no influence. The act is judged in and of itself, entirely independent of the motives which led to it. This, of course, is wrong. If you would govern successfully and justly, study all the particulars bearing upon a transgression. Some times an act in itself wrong may be divested of all actual wrong when the circumstances are duly considered. In a certain school, for example, a boy of very orderly deportment and studious habits suddenly whistled—no less to his own astonishment than that of his teacher. He was called out by his teacher and asked if he had whistled, when the frightened lad exclaimed, with all honesty of heart, “ No, Sir, I did n't whistle — it

whistled itself!" The little fellow had been so intent on his lessons, and perhaps so delighted at overcoming some difficulty, that, forgetful alike of time, place, or circumstances, he expressed his joy by an unpremeditated whistle. That the school was interrupted was obvious, but no sensible teacher would deal with such a lad as he would with a culprit. Precisely such an interruption would seldom occur; and yet pupils will often be guilty of deviations in *act*, when the *motives* are entirely correct. Study, therefore, very carefully to discriminate between a willful wrong and an unintentional error. Only a bad pupil can be guilty of the former, while a very good one may be of the latter.

Then there are other circumstances which you must always take into consideration. There are certain days in the experience of every teacher which are hard days; there is something in the atmosphere, in the state of the teacher's health, or some incidental circumstances, which have an unfavorable influence upon the state of feeling, and consequently upon the apparent order of the school. You will, undoubtedly, some times enter your school-room in a depressed state of mind, and every thing may seem to you 'out of place'—nothing meeting your expectations—and yet you may not be able to tell precisely *what* or *where* the trouble is. Under such circumstances, do not make a bad matter worse by manifesting an unduly sensitive spirit. The Rev. Dr. Huntington, of Harvard College, gives the following excellent advice in relation to such days:

"It is in the experience of most teachers, I presume, that on certain days, as if through some subtle and untraceable malignity in the air, the school-room seems to have fallen under the control of a secret fiend of disorder. There is nothing apparent to account for this epidemic perversity; all the ordinary rules of the place are in full recognition; the exercises tramp on in the accustomed succession; the parties are arranged as usual. There are the pupils coming from their several breakfasts, bringing both their identity and individuality; no apostasy nor special accession to depravity over night has revolutionized their natures; no comparing out of doors has banded them into a league of rebellion. Yet the demoniacal possession of irritability has somehow crept into the room and taken unconditional lease of the premises. You would think it was there before the first visible arrival. The ordinary laws of unity have been suddenly bewitched; the whole school is one organized obstruction; the scholars are half-unconscious incarnations of disintegration and contraposition—inverted divisors engaged in universal self-multiplication.

"How is such a state of things to be met? not, I think you will

agree, by direct issue; not *point blank*. You may tighten your discipline, but that will not blind the volatile essence of confusion. You may ply the usual energies of your administration, but resistance is abnormal. You may flog, but every blow uncovers the needle-points of fresh stings. You may protest and supplicate, and scold and argue, inveigh and insist; the demon is not exorcised, nor even hit, but is only distributed through fifty fretty and fidgety forms. You will encounter the mischief successfully when you encounter it indirectly. What is wanted is, not a stricter sovereignty, but a new spirit. The enemy is not to be confronted, but diverted. That audible rustle through the room comes of a moral snarl, and no harder study, no closer physical confinement, no intellectual dexterity, will disentangle it. Half your purpose is defeated if the scholars even find out that you are worried. The angel of peace must descend so softly that his coming shall not be known, save as the benediction of his presence spreads order, like a smile of light, through the place.

“If a sudden, skillful change of the ordinary arrangements and exercises of the day takes the scholars, as it were, off their feet; if an unexpected narrative, or a fresh lecture on an unfamiliar theme, kept ready for such an emergency, is sprung upon their good-will; if a sudden resolving of the body into a volunteer corps of huntsmen on the search of some etymological research, the genealogy of a custom, or the pedigree of an epithet, surprises them into an involuntary interest; or, in a younger company, if music is made the Orphean minister of taming savage dispositions again — then your oblique and unconscious tuition has wrought the very charm that was wanted; the room is ventilated of its restless contagion, and the furies are fled.

“Or if, as is more than probable, the disorder was in the teacher himself; if the petulance of the school all took its origin in the disobedience of some morbid mood in the master’s own mind or body, and only ran over, by sympathetic transmission, upon the benches, so that he saw it first in its reflection there — of what use to assail the insubordination by a second charge out of the same temper? His only remedy is to fall back on the settled spiritual laws of his own being. He must try to escape out of the special disturbance into the general harmony; he must retreat, in this emergency of temptation, into those resources of character, principle, affection, provided by the previous and normal disposition of his soul. This he will achieve by some such process as that just specified, displacing the ground of a direct and annoying conflict by new scenery, and rather leaping up out of the battle with foes so mean, than staying to fight it out on their level.”

Northend's Teacher's Assistant.

EXTEMPORANEOUS EXAMPLES IN ARITHMETIC.

I HAD occasion to give a little pupil arithmetical exercises, and wished easy examples in addition. He could write at dictation or read any number under 1,000, but had never had a lesson in addition: I wanted examples that would not require the 'carrying of tens', and made up some simple ones; but I found it troublesome to keep making them up as fast as he wanted them. I next hit upon this expedient. I noted down upon a paper a series of numbers of which the collection in the margin may serve as an example. The sum of each of these columns is but 9, so that 'carrying' was avoided. I now gave him the columns marked *a*, *b*, and *c*, thus: I said, "Write down for addition" (as I had just shown him how to set down the numbers) "123, 231, 312, 121, 212, and add them up."

Example 1.

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>
1	2	3	1	2	2	3	3	1
2	3	1	2	2	3	1	2	3
3	1	2	1	3	1	1	2	4
1	2	1	2	1	1	2	0	1
2	1	2	3	1	2	2	1	1

Soon he called off the result, '999'. "Now," said I, "rub out your result and the number at the bottom, 212, and add the others." When he gave me the result, 787, I again directed him to rub out his result and the number at the bottom, 121, and add again; and so a third time to rub out his result and the 312, and add the remaining two numbers.

I had now done all that I could with those numbers; and directing him to erase them from the blackboard, I gave him the numbers in the columns *b*, *c*, *d*, thus: "Write for addition 231, 312, 121, 212, 123." With these I proceeded as before, having him erase one number after another and add the remaining ones. Then I took the columns *c*, *d*, *e*, thus: "Write for addition 312, 122, 213, 121, 231"; and with these I proceeded as before.

The advantage of my method was that I was saved the trouble of devising separately each exercise assigned him, and the additions were severally so short that a mere glance was sufficient for me when I looked to see that he had done his work rightly.

It is true that in these examples I could use only small numbers, such as required no figures but 0, 1, 2, 3, and 4; generally only 1, 2, and 3. But they were large enough for the pupil. In the foregoing example the same numbers are given out frequently: thus 312 occurs five times, 231 four times, 121, 122, 123 each three times, and no other more than twice; while I have used in the dictation *seventeen*

different numbers, giving my little pupil quite an exercise in writing numbers; and, simple as they were, I found the practice needful to him.

Example 2. Example 2 gives twenty different numbers with no repetition, and sixteen examples of addition. *Example 3.* $a\ b\ c\ d\ e\ f\ g\ h$
 $2\ 3\ 1\ 1\ 3\ 4$ 3 gives nineteen different numbers $3\ 2\ 1\ 4\ 2\ 1\ 4\ 1$
 $3\ 1\ 1\ 1\ 4\ 0$ with some repetition, and eighteen ad- $2\ 1\ 4\ 3\ 2\ 1\ 0\ 3$
 $1\ 1\ 2\ 3\ 0\ 1$ ditions. Example 4 gives thirty-six $2\ 4\ 2\ 1\ 3\ 4\ 1\ 3$
 $1\ 2\ 2\ 2\ 1\ 2$ numbers with no repetitions, and $2\ 1\ 2\ 1\ 1\ 3\ 4\ 2$
 $2\ 2\ 3\ 2\ 1\ 0$ twenty-seven additions. Example 5 gives thirty-four different numbers, with five repetitions, and thirty-three additions.

Example 4.

$a\ b\ c\ d\ e\ f\ g\ h\ i\ j\ k$
 $4\ 1\ 2\ 3\ 3\ 2\ 4\ 3\ 2\ 0\ 2$
 $1\ 2\ 2\ 3\ 2\ 1\ 3\ 2\ 2\ 5\ 0$
 $2\ 2\ 4\ 2\ 1\ 3\ 1\ 2\ 1\ 4\ 6$
 $2\ 4\ 1\ 1\ 3\ 3\ 1\ 1\ 4\ 0\ 1$

Example 5.

$a\ b\ c\ d\ e\ f\ g\ h\ i\ j\ k\ l\ m$
 $4\ 3\ 1\ 2\ 1\ 3\ 2\ 4\ 1\ 2\ 2\ 5\ 4$
 $3\ 1\ 1\ 1\ 3\ 2\ 2\ 3\ 4\ 1\ 2\ 4\ 1$
 $1\ 1\ 4\ 3\ 2\ 3\ 2\ 1\ 1\ 5\ 2\ 0\ 3$
 $1\ 4\ 3\ 1\ 3\ 1\ 1\ 2\ 3\ 1\ 3\ 0\ 1$

Let our little pupil now be taught to read and write numbers having a figure in the thousands' place, and our examples can come into use again with a new face. Our Example 1 furnishes us 22 numbers with some repetition, and 24 additions; Example 2 gives 16 numbers without repetition, and 12 additions; Example 3, 17 numbers and 15 additions; Example 4, 29 numbers and 24 additions; and Example 5, 37 numbers and 30 additions. And if our dictation be now extended to numbers of five places, we have from the same examples 116 numbers including a few repetitions, and additions as before; and all these extemporaneous exercises may be obtained from a few columns of figures on a little slip of paper, simply by using the columns in different combination, as abc , bcd , cde , etc.; or as $abcd$, $bcde$, $cdef$, etc.; or as $abcde$, $bcdef$, $cdefg$, etc. And all these combinations and their results can be obtained and used with very little labor on the part of the teacher.

An ingenious teacher can make up such examples at pleasure. One caution I give: do not use the zero except in the units' or tens' column. Most of the examples which I have given have been contrived to avoid repetitions of the same number.

L. D.

It is one of the worst effects of prosperity to make a man a vortex instead of a fountain, so that, instead of throwing out, he learns only to draw in.

BEECHER.

SCHOOL COMMISSIONERS.

THE impetus which our district schools in Illinois have received for the past three or four years is mainly due to the influence of County Commissioners. The untiring energy of our State Superintendent, the zeal of our Normal University, and the devotion of our teachers to their work, are not to be underrated; but the combined influence of one hundred School Commissioners, live educational men, whose hearts beat with love for public schools, is above and beyond all other influences; they have the power of granting certificates, thus deciding upon the amount of teaching talent which goes forth in their counties; they may visit schools, deliver lectures in the several districts, and impart their own enthusiasm to teachers, pupils, and parents; they may institute a series of public school gatherings, picnics, and celebrations, in the different townships; they may call Institutes, and make them powerful instruments for drilling and fitting teachers for their work. In short, they seem to be the great motive power, the *main spring*, in the educational clock-work of the State.

Among the many methods used by Commissioners for waking up interest may be mentioned that of making semi-annual reports, through the press, of the condition of every school in the county. The value of these reports depends upon their *truth* and *impartiality*, and where they are thus made, they are looked for with eager interest by all, and exert a powerful influence upon the schools. They should be *short*, *impartial*, *truthful*, *pithy*, and to the *point*.

As specimens of such reports, I give a few taken from the *Sterling Republican and Gazette*. They were written by Mr. M. R. Kelly, Commissioner of Whiteside County, and will speak for themselves.

District No. — This district consists of a sparsely settled territory. The school-house is new, is 24 × 28, and cost \$400. It is nicely painted inside and out, has a good entry with shelves for caps, bonnets, and shawls, and were it properly seated, would be by far the best in the township. The progress of the school is much retarded by a sad want of uniformity in books — scarcely any two scholars having books alike. It is hoped the directors will use their influence to secure a better state of things in this respect. I would also recommend that, as soon as practicable, they furnish the school with outline maps, a globe, numerical frame, etc. These would conduce greatly to the progress of the scholars. No school should be without them.

As regards the mode of instruction in this school, I would suggest that perhaps it might be slightly improved, by connecting with each recitation a little more

drill; not forgetting the frequent use of the *why* and *wherefore*. "A word to the wise is sufficient."

District No. — This district, like the one last reported, is sparsely settled. The school-house is small and poorly seated. There is also a deficiency of books. We have reason to think, however, that this deficiency will not long exist, as their teacher, Mr. O. W. Foster, is waking up the patrons, and causing them to take a greater interest in their school and school matters generally than they have ever done before. They have recently purchased a set of outline maps, a globe, and numerical frame. These, in the hands of such an energetic and faithful teacher as Mr. F——, will be a great benefit to the school. Of the instruction and order in this school we can speak favorably, and would advise the inhabitants of the district to retain Mr. F—— as a permanent teacher. They will not be likely to do better by changing.

SCHOOLS IN — District No. 1.—The school-house in this district was built last summer, is 18 × 24, cost \$400, and, had the seats been more conveniently constructed would be a very good school-house. The pleasant site where the building is located was donated to the district by Mr. John L. Beck. It is hoped it will soon be inclosed by a good fence. This school is taught by Mr. J. S. H., whose schedule shows great irregularity of attendance. We trust the patrons of the school will not fail to correct this evil.

Mr. H. must be regarded as a man of good education, and, if he had more system in his recitations, would be a much better teacher. We condemn *in toto* the practice of calling on scholars, inquiring if they have their lessons, and if they reply 'no', postponing the recitation by saying, 'prepare it then'. There should be a stated time for each recitation, and the recitation *should be in that time*. As neatness is one of the essential elements of a good housekeeper, and as, by virtue of their vocation, school-teachers are such—not anxious at all to resolve them into 'kitchen maids'—we would beg leave to suggest to Mr. H—— the importance of keeping his school-room cleaner than we have been accustomed to find it at our annual visits. Pupils in this school write once a day, and are making good improvement. Number registered, 31.

COMO STATION — District No. 4.—This is a newly-organized district, and has one of the neatest and best-seated houses in the county, and one of the best schools. Miss Frances Lawton teaches this school, and possesses the happy faculty of interesting scholars, and keeping them profitably employed. The house is pleasantly located a few rods east of the depot. Before the door is a platform, on which is fixed a scraper, which all are requested to use properly before stepping into the entry, always neat. Here are shelves for bonnets, caps, shawls, etc. In this entry I discovered a mop and mop-pail, and the clean and white floor showed that they were thoroughly used. Here, also, in its proper place, was the wash-dish. It would be well if all teachers had the bump of neatness largely developed, and taught by example one of the most useful lessons that children can learn. Any thing rather than a filthy school-room. I am now in the school-room. I see the looking-glass, comb, and towel, hanging side by side near the window; the fire-poker and dust-wing leisurely suspended in the corner; the nicely polished stove with ample drum; the teacher's desk, so neat and convenient; the fine black-boards; the splendid elocutionary chart, outline maps, cards containing many useful matters; and lastly, thirty-one scholars with clean faces and sparkling eyes, rosy lips, and good recitations.

This is a pleasant sight, and causes me to feel that it is good to be here. But the time allotted to this school has expired. I must take my departure, and leave it to the blessings of its own intrinsic worth.

SCHOOLS IN MT. PLEASANT.—*District No. 1.*—The school-house in this district is located in the village of Morrison, a short distance south of the depot. The inhabitants, sensible of the limited facilities afforded by the present school building, propose taxing themselves yearly until they raise a sum sufficient to build a house which will in every respect meet the wants of the district. It will probably cost about \$3000. This building when erected will be an ornament and credit to the place, and supply its most essential want. The school is now divided into two departments, which are in good condition. Mr. T. K. Walker is principal; Miss Amanda Jackson, assistant. These are faithful teachers, and are putting forth commendable efforts for the prosperity of the school, and to make it meet the wishes of its patrons. From time to time during the past year I have visited this school, and it affords me pleasure to state that in every respect I discern great improvement. It is worthy of *special* remark that in this school classes in reading are drilled in a manner that can not fail to make good readers. In many of our schools this most essential branch is not *taught*—there is no *correct* reading. Scholars merely *call* the words, and trot along as fast as their tongue and lips can move, without regard to pauses, correct pronunciation, inflection, emphasis, or the *sense* of what they thus *chatter* over or *whine* out. The apparatus belonging to this school consists of outline maps and globe, to which Mr. Walker expects to add in a few days, Mattison's Astronomical Charts.

The next school visited in ——— is that now taught by Mr. ———, in District No. 2, known as the Center School. The house is about 20×30 feet, and had between its spacious walls last winter 96 scholars. I hope people of good taste and correct ideas will pardon me for calling such a dilapidated old thing a house, especially a school-house. It never ought to be used as such. In these hard times it *might* do for a *hen-house*. It is situated close to the road, *flat* in the mud, and I always found enough of this article in it to load a scavenger's cart. When I visited the school last summer, the teacher who then taught the school told me that the Directors would not furnish him a broom, so the dirt accumulated and left its impress on every thing in the house. Feet, hands, faces, clothes, books, and even the mind itself, were all indelibly marked and more peculiarly distinguished by this *mud-element* than by the elements of science or good taste. Of course no one will understand me to say that the *children* in this district are not as bright naturally as those of other places. They are all equally bright, and some are perhaps more so. Proof of this we have in the language of one of them, a little boy five years of age, who, on seeing the neighbor's cattle pulling the caps and shawls out of the windows, inquired very sensibly 'why the people built the school-house down here amongst Mr. Mitchell's cows.'

This, a large and wealthy district, is able to furnish all the school accommodations necessary, and I am happy to state, for the credit of the district, that the directors assured me that they would erect a school-house the ensuing summer that will be an ornament to the place and in every respect meet the demands of the school. As it is impossible for them to have a good school in their *present* circumstances, I will defer reporting further until we see what a summer will bring forth.

In justice to this last district, I will state that they now have one of the best

school-houses in the county. It is situated on the hill, seated with the best of Boston school furniture, amply supplied with a full set of apparatus, and not at all tinctured with the '*moul element*'.

The influence of these reports, combined with the personal labors of the Commissioner and his rigid examination of teachers, is very apparent in every part of the county. In neat white school-houses properly inclosed, in faithful and competent teachers, in well-trained pupils, and in active and sympathizing patrons, Whiteside stands second to no county in the State.

B.

[NOTE.—Mr Kelly's reports give names and numbers in all cases: we have some times substituted blanks, as the names are not essential to the purpose for which our correspondent furnished them. We are very well pleased to give a sample of such excellent reports; and the comments will not be without a lesson for many places out of Whiteside county. We should be glad if we had reason to believe that one-fourth of the counties of our State had Commissioners deserving the implied praises of our correspondent.—ED. ILL. TEACHER.]

HOW TO MAKE DESKS AND SEATS.

THE problem of an easy seat and desk for a school-room is a very important one, which, like many other problems, has not yet received its *only* good solution.

Many districts can not afford the patent ones sold by Mr. Sherwood, of Chicago. A board desk can be finished up in handsome style cheaper than these. Hence I send you the following, as the result of my own labor and study. I have tried it by years of actual use, and know the plan and proportions to be good.

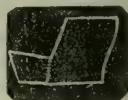
Make the seat from half an inch to an inch lower than one-fourth of of the person's whole hight. Make the back from one to two inches higher than one-fourth of the person's hight. Make the desk (level) one-sixth of the person's hight above the front edge of the seat. (Reasons for this may be seen by referring to the Oxford Drawing Book.) Thus, for a person about six feet high the seat should be seventeen inches, the desk twenty-nine inches from the floor, and the back nineteen inches from the seat. For one three-and-a-half feet, the hights would be ten, seventeen, and twelve inches.

In a room for pupils of all sizes the seats may vary from ten to sixteen or seventeen inches high; the desks from seventeen to twenty-eight or twenty-nine. In a primary department seats may vary from

ten to thirteen inches, and desks from seventeen to twenty-one. In an intermediate department seats from twelve to fifteen inches, and desks twenty to twenty-four. In a higher department seats fourteen to seventeen inches, desks twenty-three or twenty-four to twenty-eight or twenty-nine. In all cases seats should be graded with care, and pupils seated according to their sizes — the tallest in the back of the room.

Incline the seat from the front downward one inch in one foot. Incline the back one inch in six, except the back of the seat next to the wall, which should be about twenty-five inches wide and slant one in five.

The seat for the largest size should be full twelve inches wide, and the top (or lid) of the desk eighteen or nineteen. The standard may be in this form. The ends of all boards should project an inch over the standard, for firmness in nailing. Nail-heads should not be *set*, so as to require putty for children to pick out.



Every projecting corner of the seat, back, and desk, should be rounded to a quarter-circle of a radius of three or four inches; every outer edge of the same to a semicircle. Desks for two should be from three-and-a-half feet to three feet nine inches in length for larger pupils; while three feet is long enough for a primary department. To vary the size, after making enough for one row across the room, cut off from the top and bottom of the standard each quarter of an inch; from the width of the lid and back each quarter of an inch; and from the width of the seat one-eighth of an inch. The seat should never be less than ten inches wide. These variations may be two or three times as great in a promiscuous school.

The standard may be, at each side, an inch or more narrower than the top and seat to be nailed upon it.

The shelf should be rabbeted (I think that is the term) into the standard; and the latter be nailed to the floor. Both are stronger and neater than cleats.

The whole, made of *well-seasoned* whitewood (which is less liable to split than pine), nicely grained and varnished, give a room a very neat appearance, are comfortable, and are not so likely to be cut to pieces as those not well-finished.

J. S. D.

IN proportion as public opinion gives force to the structure of government it is essential that public opinion should be enlightened.

WASHINGTON.

COMMENTS ON THE SCHOOL LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill., Sept., 1860. }

THE following synopsis of a case arising under the 35th section of the Act, which was recently submitted, by agreement of parties, for the opinion of the Department, involves principles which may have an application elsewhere.

It appears that on the 5th day of May, 1858, the Directors of District No. 3, Township A, and the Directors of District No. 3, Township B, being desirous of establishing a 'Union School District' under the 35th section of the School Law of the State, met in joint session and proceeded, after full discussion, to erect and establish such a Union District; the limits and boundaries of which were then and there fully defined and described, under the name and style of 'Union District School No. —' in said township.

It further appears, that at the said meeting on the 5th of May, 1858, a special Board of Directors were selected and appointed for said Union District, as authorized in the 35th section of the Law, and that said Union Directors, so appointed, proceeded to organize and establish such a school as was contemplated and desired.

It further appears, that the proceedings of the said Board of Directors were duly reported to and sanctioned by the Trustees of Township B, but that the same *were not* ratified and sanctioned by the Trustees of Township A, and that no official plat of said Union District No. — was ever made out by the two Boards of Trustees concerned and filed with the Clerk of the County Court, as required by law; but that the map of said Districts No. 2 and No. 3, in said Townships, remained unchanged in the office of the County Clerk.

It further appears, that the school, organized as above, has continued until the present time, the schedules thereof having been uniformly accepted by the Boards of Trustees of said Townships, and allowed their full proportion of the State, County and Township fund.

It also appears, that said school has received the benefit of the *special district taxes* levied upon the territory formerly known as *District No. 3*, but that the *special district taxes* levied upon that part of the territory which lies in original *District No. 2* have uniformly been *withheld* from the use and support of said Union School.

Upon this state of facts, the friends and patrons of said so-called Union School, feeling aggrieved by the withholding of the special

district taxes above mentioned, have appealed to this Department and submit the question: Whether or not said Union School is legally entitled to a portion of said special taxes.

It is evident that the answer to this question must be in the affirmative or negative, *according as it shall be determined whether the said Union District was ever fully and legally established or not.*

In order to settle this point, it is proper to remark that *two separate and distinct steps* are necessary before a Union District can be regularly and legally established under the provisions of the 35th section of the School Law. One of these steps is stated directly and explicitly in the very terms of the law, and the other, though implied, is not less clearly essential.

(1.) The *Directors* of the Districts concerned must concur in the proposed union, fix upon the proposed boundaries, and appoint Directors, etc.

(2.) The *Trustees* of the township or townships concerned must concur in the action of the Directors, make a new map of said township in accordance with said action, and file the same with the Clerk of the County Court.

Both of these steps, as has already been said, are essential to the legal consummation of the proposed measure. The Trustees and Directors must coöperate; neither Board can accomplish the work, under the 35th section, without the official concurrence of the other.

In the light of these clearly-established legal principles, the question of the legality and validity of the formation of the above-named Union District must be answered decidedly in the *negative*. The *first* step was legally and properly taken; the *second was not*. The *Directors* acted. *One* of the two *Boards of Trustees* failed or refused to act.

No official map of the proposed Union District was ever filed for the guidance of the County Clerk. No such Union District, therefore, has any legal existence.

This point having been determined, it follows that the *main question* submitted to this Department for its decision must also be answered in the *negative*. The Union School has no claim, as such, to participate in the disbursement of the special taxes levied by the Directors of District No. 2. The boundaries of the Union District not being on file, the County Clerk can extend no taxes upon the books of the Collector in favor of such District; and hence the Treasurer of Township B *has no alternative*, so far as the law is concerned, but to pay *over the whole* of the special taxes of District No. 2 upon the order of

the Directors of said District. So far as the disposition of such special taxes is concerned, the power and duties both of the Directors of Districts Nos. 2 and 3, and also of the Township Treasurers, remain the same as they were before the formation of the Union District was attempted.

Union Directors, as such, are entitled to no special district taxes for the support of the Union School, except such as they themselves have levied, in virtue of the powers conferred upon them, upon the whole territory comprising the Union District. The right of the Directors of properly-conducted Union Districts to levy special taxes upon the whole territory of such Districts, for the exclusive use and benefit thereof, is just as clear and absolute as that of the Directors of ordinary districts to levy taxes upon their territory. The jurisdiction of each is distinct and independent. Union Directors have no more claim to the taxes levied upon the separate districts or parts of districts comprising the Union than the Directors of the latter have to the taxes levied by the former. Neither Board has the least claim whatever to the taxes levied by the other. If, then, even a legally-organized Board of Union Directors, having a power to tax coëxtensive with that of other Directors, can not justly claim any part of the special taxes levied by the several Districts comprising the Union, much less can such a claim be supported by men assuming to act as Directors of a Union District which was never legally established, and who, therefore, have no power at all to levy taxes.

NEWTON BATEMAN, Sup't Public Instruction.

M A T H E M A T I C A L .

SOLUTION OF THE 'PHILOSOPHICAL QUESTION' IN JUNE NUMBER, PAGE 228.—

Question.—An elastic ball A, weighing 10 pounds and moving 20 feet per second, meets a similar ball B, weighing 5 pounds and moving 10 feet per second in the opposite direction: What will be the velocity of each after impact?

Solution.—Suppose Y and Z, in a horizontal line, to be the points of position of the balls before moving, the larger being at Y and the smaller at Z. If the balls are inelastic, their velocity after impact be-

comes $\frac{(10 \times 20) - (5 \times 10)}{10 + 5} = 10$, feet per second, toward Z. They meet with a velocity of $20 + 10 = 30$, feet per second; therefore each ball becomes compressed at the point of contact at the rate of $\frac{30}{2} = 15$ per second. A expands at the rate of 15 feet per second, which velocity is divided between the balls in a ratio inversely as their quantities of matter, so that the momentum imparted to each will be equal.

Therefore, A imparts to B $\frac{15 \times 10}{10 + 5} = 10$, feet per second toward Z,

and to A $\frac{15 \times 5}{10 + 5} = 5$, feet per second toward Y: hence, the motion produced by the action of A and the momentum becomes for A $10 - 5 = 5$, feet per second toward Z, and for B $10 + 10 = 20$, feet per second toward Z. But B also expands at the rate of 15 feet per second:

hence the velocity imparted to A, $\frac{15 \times 5}{10 + 5} = 5$ feet per second toward

Y, and for B $\frac{15 \times 10}{10 + 5} = 10$ feet per second toward Z. Finally, after applying the action of B, we have the velocities after impact, for A, $= 5 - 5 = 0$, or rest, for B, $20 + 10 = 30$ feet per second toward Z; because, $(10 \times 20) - (5 \times 10) = 150$ lbs., momentum toward Z before impact, and $30 \times 5 = 150$ lbs., momentum toward Z after impact. H.S.

CORRECTION.— $3(H-59)$ should be $3H-59$, in the second solution of the triangle question, in August *Teacher*, page 302.

PROBLEMS.—I. In a mass of copper and tin weighing 160 lbs. there are 7 lbs. copper to 3 of tin. How much copper must be added to it that there may be 13 lbs. copper to 4 of tin? PUPILLUS.

II. A, B, C, and D, are on one side of an island which is 110 miles in circumference; on the other side are E, F, G, and H. They all start at the same time facing each other: A goes 7, B 9, C 15, D 19, E 8, F 12, G 18, and H 22 miles per day. In how many days will they all be together for the eighth time? ARATOR.

III. Two notes, one of 126 dollars, payable in 6 months, and the other of 150 dollars, payable in 9 months, were discounted for \$8.50. At what rate of interest were they discounted? TYRO.

ANSWER TO QUERIST.—In the June *Teacher* QUERIST asks, "Will the product of two numbers in the decimal notation be equal to the product of the same numbers reduced to some other scale (as the quinary), multiplied, carrying according to said scale, and then brought back to the decimal notation?" It is rather difficult to give a satisfactory answer to this question, not because there is any doubt about

it or any necessary abstruseness in the proof, but because we are so accustomed to associate numbers with our expressions for numbers that we can hardly conceive of them in any other way, and are likely to err because of the difficulty of translating our conceptions from one form of expression to another. Attempting it, however, we may get a clearer view of our own system of notation.

The decimal system of notation and numeration is a system in which all numbers are grouped, in our conceptions and in our language, by tens. This is its fundamental idea. I ask how many stars in the margin; you answer twenty-five: that is *twain-tens* and five, two tens and five. If I tell you to group them by dozens, you will say 'two dozens and one', and by the duodecimal system, making the second figure to the left of the starting-point express the number of twelves and the right-hand one the number of units over twelve, we would write it 21. Now conceive these grouped by sevens; and as we have 3 sevens and 4 over, we should express it on a septenary system 34. The third figure will show how many times the square of the base is taken: thus in 234 the 2 shows that in counting we have 100, the square of the base, repeated twice, as the 3 shows that the base is found in the numeral quantity 3 times more, and the 4 that there are 4 units or ones more.

Now express the number of stars by a quinary system: that is, consider them grouped by fives and the squares of 5. We find that there is once the square of 5; and as the square of the base in any notation occupies the third place, we must express it thus, 100. Now group the stars by fours, and express by a quaternary system: we have once the square of the base, also twice the base, and one more, and must write it thus, 121. These examples show us how to get ourselves to conceive of numeral quantities apart from the particular form of expression which we may give to them: the number of stars that we see is visually the same whether we group by tens, twelves, sevens, fives, or fours; and whether we write the expression with the ordinary characters 25, or otherwise as 21, 34, 100, or 121. Translating from one system to another is nothing more nor less than grouping the numbers differently in our conceptions, and expressing them accordingly with different bases, having the figure at the right express the units over and above repetitions of the base; the next figure expressing the number of times the base occurs over and above the repetitions of its square; the next figure expressing the number of times the square occurs over and above the repetitions of the third power, and so on.

What we have already said affords an answer to the inquiry of QUE-

RIST. If the manner of expressing a numeral quantity by figures is only a manner of representing the grouping of the units, it follows that results must be the same by whatever mode expressed, even if we have a double translation of forms of expression. Let him arrange stars in 12 rows and 14 ranks, making 168 stars, as we express it decimally, and try this method of grouping until he has it clearly, and he will see that the expressions of the result must correspond. $X14=V24$. Or performing the operation, writing V before the quinary numbers for distinction and X before decimal ones, $X12=V22$ 103 we say, $2 \times V4=V13$ (that is, one 5 and 3 more); set 103 down 3: $2 \times V2=V4$, to which we add the one we had $V1133$ to carry, and have V10 (that is, once the base, 5, and nothing more): our first partial product is, then, V103. The second is the same in figures: and the result is V1133; that is, once the 3d power of the base ($=X125$), + once the 2d power of the base ($=X25$), + 3 times the base ($=X15$), + 3: the total is therefore X168.

We will suggest to QUERIST an algebraic solution of the matter. Let a represent the base of the decimal system, and b the base of the quinary: then $a=2b$, $b=5$, and $a=10$. Then $X12=a+2,=2b+2$; and $X14=a+4,=2b+4$. Now $(a+2)(a+4)=a^2+6a+8,=100+60+8,=168$. And $(2b+2)(2b+4)=4b^2+12b+8$. [A] But $12b=(2b+2)b$, which is $2b^2+2b$; and $8=b+3$. Substituting in [A], we have $4b^2+2b^2+2b+b+3,=6b^2+3b+3$. [B] But again, $6b^2=(b+1)b^2,=b^3+b^2$: substituting this in [B], we have b^3+b^2+3b+3 ; that is, in figures, V1133, as before. But b is $\frac{1}{2}a$. Then $b^3+b^2+3b+3=\frac{a^3}{8}+\frac{a^2}{4}+\frac{3a}{2}+3,=\frac{1000}{8}+\frac{100}{4}+\frac{30}{2}+3,=168$, as before.

Now take for multiplication the numbers $X28,=V103$; and $X157,=V1112$, expressed algebraically as above, $2a+8, a^2+5a+7$; and b^2+0b+3, b^3+b^2+b+2 : perform both the arithmetical and algebraic multiplications as above, and we shall see on a little larger scale the identity of the quantities under different forms.

QUERIST will find that if he does not get the same results in the case set forth in his question, it is because he has made an error in his work. L. D.

[Illness of our Mathematical Assistant has prevented him from presenting some matter which he expected to give.—EDITOR.]

EDITOR'S TABLE.

THE EDUCATIONAL 'IRREPRESSIBLE CONFLICT'.—Every generation of educationists reëgitates the question—'what shall be taught in our schools?' The advocates of classical learning, of mathematics, of natural science, each press earnestly for a decision predominantly in their favor. The classicists have the most catholic spirit, for they admit the subordinate value of each of the other leading divisions of knowledge; while the naturalists and mathematicians are disposed to exclude the classics almost entirely; and the classicists, too, having the most skill in language by their very training, succeed in doing the best talking even when they have not the best arguments. The naturalists are a more recent party than the others, and it finds that each of its antagonists has prepared for it arguments against the other.

There lies back of the discussion as ordinarily carried on a question of paramount importance to any reasonable decision. A Greek philosopher was asked what boys should learn, and answered—What they will use when they become men. To teach children, then, the teacher must know what they will have occasion to do when they become men; a degree of foresight which can not be expected; or, if it be in any case available, it still leaves the difficulty that as our education is not of a single pupil at a time, but of pupils in classes and schools, we can not give to each an individual training. But if it were possible to us to forecast the career of each youth, is it true that in childhood we should store his mind with those things chiefly which he will have most occasion to use when he grows up? This is assumed by many, but without good reason; and though the contrary seems paradoxical, very strong reasons can be urged in its favor. There must be bankers; suppose that we could foresee that a certain boy is to be a banker in his manhood: shall we press upon him in his school and academic education those things that specially relate to banking, and which we see to have an obvious bearing upon his power in the business which he is to assume? The result would be in all cases where there is no intervening force of nature to resist the abuse, that we should at last have formed a *banker*, but no *man*. If we were to educate a boy to be a wood-sawyer, we should endeavor so to

educate him that whatever time remained to him after his daily tasks might be the time of a man, and not of a wood-sawyer. As it is the tendency of every constant employment at a single thing to distort a man, even though that employment be literature or science itself, education should be shaped for the creation of power to resist the narrowing influences of one's occupation, rather than in such way as to increase their force. Probably the greater versatility and efficiency of Yankee intellect is in a great measure to be ascribed to the fact that American education is no where so limited in its theory as to look only to the industrial activity of the pupil, but rather to the development of personal power.

JOHN H. DENNIS, nominated by the Breckinridge Democrats, is an old gentleman residing at Belleville, and is the present School Commissioner of St. Clair county. We hear that he has published a card declining the nomination in the *Belleville Advocate*. We have not seen the card, but have heard Mr. Dennis express the wish to have the present incumbent of the office reelected. §

ALLEN'S PLANETARIUM.—A number of the *Artisan* has been sent us which contains a figure of a Planetarium intended for school-apparatus, invented by Mr. Lemuel Allen, School Commissioner of Tazewell county. We have not seen the instrument, but can see from the figure in the *Artisan* what its construction is. It is ingenious, simple, and cheap, and is intended to be sold to schools that can not afford more costly means of astronomical illustration. We can not undertake to describe it, and must refer all interested to Mr. Allen, whose address is Pekin, Illinois.

NATIONAL TEACHERS' ASSOCIATION.—Delegates attended this body at its recent session from almost every State in the Union; Massachusetts was represented by 180 members. Messrs. J. D. Philbrick, of Boston, James Cruikshank, of Albany, (Editor of *N. Y. Teacher*), and W. H. Wells, of Chicago, were appointed to select the place for holding the next annual meeting, with instructions to select Chicago, provided arrangements could be made with the railroads to issue free return tickets to delegates.

A NOISY SCHOOL.—We found a school lately where the whooping-cough had broken out, and pupils and teacher were all *whooping* together. We think that an instance of 'pursuit of knowledge under difficulties'.

MEMENTO MORI.—In Ohio last month we saw a school-house standing next to a graveyard. We thought this not a choice spot; but in the next district we saw the school-house *in the graveyard*.

PROF. HART'S SCHOOL.—Mr. Blodgett corrects us for speaking of Prof. Hart's High School, Philadelphia, as we did on page 279. Prof. Hart left the High School to enter upon editorial duties some years ago. Our language implied that he is still teaching.

A NEW MAMMOTH CAVE has been discovered in Maries county, Mo., on a branch of the Gasconade. The entrance, as described in the language of the United States Land-Office, is on Sec. 21, T. 38, R. 9 W. 5th Principal Meridian. It has not been much explored, but has many beautiful chambers, and one gallery has been followed for two miles, and the end was not then reached.

WHITE IBIS IN ILLINOIS.—Dr. Velie and R. H. Holder, members of a recent party to look into the natural history of Southern Illinois, are reported to have been successful in obtaining specimens of the white ibis and other aquatic birds in the neighborhood of Jonesboro'.

NOTES AND QUERIES.—(4.) [See page 232, June No.] PUPILLUS says respecting the expressions 'page twenty-one', 'number two', instead of 'page twenty-first', 'number second', etc., "I think no one will claim that such usage is correct, though all will admit that it is very common, not only with teachers, but with public speakers, preachers, etc. I have used my mite of influence against it ever since I began to teach."

Another says—Your *Sycamore Republican* friend is misled by the authority of Webster and the grammarians. He should remember that Webster may have given a wrong definition, and that the grammarians may have given a wrong statement of the usages of the language. Mr. Sycamore, will you please read the following sentence: 'Smith has lived at No. 103 Fourth street since the year 1844.' Ah! I notice that you say 'number one hundred and three', and 'the year eighteen hundred and forty-four'. Are you right or wrong in so saying? If right, you must confess that Webster's definition and the *authority* of the grammarians sink at a blow: if you, however, prefer to say that you were wrong, and that you should have read 'number 103d', and 'the year 1844th', or that the sentence should be—"Smith has lived at the 103d number of Fourth street since the 1844th year,"—then I shall advise you to leave this country and go to some other: for you will never learn English until you give up such ardent devotion to the *authority* of lexicographers and grammarians. But don't go to France, for there they tell of *Henri Quatre*, *Louis Quatorze*, and *le deux Mars*, which, translated literally, are Henry Four, Louis Fourteen, and the two March (March 2d). Avoid Spain, for there they say *el dia doce de Enero*, 'the twelve day of January'. Flee not to Italy, lest you should be shocked by hearing from the purest lips, *il dieci Aprile*, 'the ten April' (April 10th). Go not near these benighted block-heads, who know not even as well as we when to use cardinal numbers and when to use ordinal. The truth is that it is the usage of the English language to use cardinal instead of ordinal terms in some cases: thus, in naming the year of the era; the hour of the day; after the word *number* expressed or understood; and generally in naming the chapters, pages, sections, etc., of a book, if the numeral term follows the noun. Thus the pupils giving the numbers by which they are distinguished as the numbered houses in a street are distinguished must, in response to the direction 'give your numbers', say 'one', 'two', etc.; but if told 'name your order', they should say 'first', 'second', etc. Such expressions as *number first*, *number second*, are unknown to our language. The *authorities* need to be corrected, for the usage of the language condemns them. WESTMAN.

Of new queries we have the following: (5.) Of what is a school composed,

scholars, or pupils? Should we say the teacher has so many scholars, or so many pupils?
PUPILLUS.

(6.) Is the word *record* a noun, or a verb, in Acts xx: 26? PUPILLUS.

(7.) In what case is *others* in I Thess. iv: 13? PUPILLUS.

(8.) What is the number of words in the English language; 30,000, or 50,000?
A. L. M.

(9.) 'Four times six is twenty-four'. How is the word *times* parsed? A. L. M.

(10.) Who are the most thorough and energetic educators since the death of Horace Mann?
A. L. M.

We invite attention to 'Notes and Queries', and thank those who have contributed. We have a few Queries in reserve.

TRAVEL NOTES, BY THE ASSOCIATE EDITOR.—A large three-story brick building at Madison, Ohio, is used as a factory for making cheese-vats, which is there a very profitable business. In most of Illinois cheese-vats would find no sale. The fact of large factories being needful to supply them on the Western Reserve, constituted of a part of the northern counties of Ohio, marks distinctly the different labor of the people. We raise grain; they raise grass, also much good fruit, which is very abundant the present year.

At Painesville, Ohio, is located the Lake-Erie Female Seminary, planned like Mt. Holyoke. We were there a few moments on the anniversary occasion, but had little time to stop. They have a noble building, well finished, which cost, complete, \$40,000. The school has been in operation one year, with about 120 pupils. There were two graduates.

Graded schools meet with much favor in Ohio. At Painesville they are erecting a Central High-School building to accommodate 400 to 500 pupils, at an expense of \$13,000. It will be a fine brick structure with stone basement and corners. Rooms are to be fitted up in the basement for a janitor's residence, so that things may be properly guarded and cared for. Other parts of the basement will be occupied by lecture-rooms.

Here in Painesville will be one of the best opportunities in the country for comparing relative expense of public free-school and tuition education. Forty thousand dollars prepares a building to finish up the education of 120 young ladies boarding from home. Thirteen thousand prepares one to do nearly the whole school instruction of 400 living at home. Twelve thousand dollars is a low estimate for the annual expense of the 120, and taking half as expense if at home we have six thousand left, which is as much as it is likely to cost annually for the 400. We will not stop to compare the nunnery system with the other, or to compare the thoroughness of instruction in one with that in the other. We only say that any community that can support a *good* private school can support a *better* public school, with less cost to the community, *if they will work harmoniously and judiciously.*

The citizens of Cleveland, Ohio, are expecting to have one of the greatest occasions their city ever witnessed, on Sept. 10. A monument is then to be set up in honor of Commodore Perry. Hon. George Bancroft is to be the orator of

the day, and various relics of the war will be before the public. A mimic battle on the lake is to be among the exercises.

In Lawrenceville, New Jersey, we visited a Boys' High School where some eighty boys are gathered, the school-room of which was arranged with single desks, with the backs of the pupils to the teacher when studying, though they could turn for any address from his stand. The advantage was claimed to be that pupils were not distracted by every little movement at the doors or by the teacher (the doors were near the teachers desk), and could attend better to their work. It is certainly a very pleasant boarding-school. This year they have their semi-centennial anniversary. In the fifty years of its existence there have been but four proprietors, the present one of whom has been connected with the school about twenty-five years, and is still an active, wide-awake teacher. On the grounds is a beautiful pond where the boys row and bathe in summer and skate in winter, and so much fruit that cherries were left to decay. Few places in Illinois would have much surplus after gratifying the constant appetites of eighty hearty school-boys.

Passing through New York, we ran over the Great Eastern. It has been described so much in the papers that we shall attempt no description. Although it is such a huge vessel, it is chiefly size alone that makes it interesting. To us the exhibition was much what the sight of a four story-brick block would be to a person who had never seen any thing larger than a two-story dwelling-house. So far as working of machinery was concerned nothing was to be seen, as it was at rest; so far as mere splendor of finish is concerned, we have seen as fine an appearance on a first-class Mississippi-river steamer, with this difference: the Great Eastern has gilded iron in her saloons, while the splendor of our finest river boats is only gilded pine wood. It was hard to think of the vessel as being so large when upon it, except in looking from the upper deck to a fire down, down, away down in the lower hold.

Arriving in Chicago a few days ago, we found men busy laying the Nicholson pavement, as it is called. The surface is first covered with fine gravel, over which a close floor of pine plank is laid, both sides of which are covered with coal-tar by men with great mops. Then blocks made by sawing four-inch oak plank into pieces about eight inches long were arranged on end, edge to edge, in a line across the street, succeeded by a line of narrow strips of thin board; and so the blocks and boards alternated, leaving the blocks about half an inch apart at the top. fine gravel was crowded into the crevices thus left, and the whole again mopped with the coal-tar, put on hot, after which another coating of gravel put the street in order for use. This, we believe is deemed the best pavement yet in use for horse-roads — more elastic than stone, and not slippery like stone, iron, or planks, and is very durable.

NOTES OF TRAVEL IN SOUTHERN ILLINOIS.—We made a trip to Egypt a few days ago, in company with others of the Illinois Natural History Society. The crops north of Centralia looked remarkably well, but south of that point showed decided injury from drouth. We found at Centralia that the Illinois Central Railroad broke connection with its own trains: the train from Chicago runs direct to Cairo, while passengers on the main track arrive at Centralia some hours after the train for Cairo has gone, and remain till the next train. As we arrived at eleven o'clock

at night and could not go on till six in the morning, we took to our beds, going up stairs so steep and winding as to develop the *seansorial* abilities of the bird-hunters of the party. The proprietor of the Passenger House gave us the first illustration of the courtesy and attention showed the party during their whole trip. In due time we were off, and arrived at Mound City near eleven A.M. As we approached nearer the river new kinds of vegetation, new trees, showed themselves. In the vicinity of Cairo and Mound City grow the cypress, pecan, persimmon, sassafras, and other trees not known in the extreme north of the State, and not as abundant in other parts of the State as here. Probably twenty kinds are here not found north of Decatur. Enormous cottonwood and sycamore trees, huge grapevines, grow here which make northern friends wonder. Our head-quarters were at the Mound City Hotel, where mine host, G. W. Carter, did his best to make our visit a pleasant one. Some of our party looked for shells, of which the Ohio river furnishes many varieties; some hunted birds, and the indefatigable Dr. Vasey worked among botanical specimens. Egypt furnishes an Ibis, not viewed with as much of reverence by modern American Egyptians as by the African Egyptians of old. In truth, there are two birds bearing the name in the Illinois Egypt, one a white bird, the other a dark color. These we were permitted to see, but they carefully kept away from the guns. A few specimens of birds were procured, but none unknown in the rest of the State. The manipulations of friend Holder with his birds caused much interest among the by-standers, who gathered to watch the novelty of bird-stuffing. Mosquitoes are thick, and the first night bled us freely, but a dime's worth of camphor-gum distributed among our party, and freely rubbed upon the hands and face before retiring, seemed to give the biters a disrelish for our company. The captain of the Thomas Scott gave us opportunity to go up the river to the Grand Chain, a ledge of rocks cropping out in the bed of the Ohio some twenty miles from the mouth. Quite a number from Mound City joined in the party, and a yawl was taken with us with which to pass from point to point. The great iron conglomerates and the limestones that prove the destruction of so many boats, the wrecks of some of which were visible, were duly made 'a note of'. A great bed of potter's clay, known as kaolin, is here found on the Illinois shore. It is five hundred feet from the river, and some twelve feet thick, some thirty to forty feet above the present level of the water. Some of us visited the site of Fort Wilkinson, which in Jefferson's time was of importance as a defense against Indians. It was abandoned in 1812. Brickbats and other fragmentary relics mark the spot where the buildings stood, and a graveyard near by contains the victims of disease swept off by some epidemic in the army. All is now grown over with trees and underbrush, some of the trees being of large size. A party crossed to the Kentucky shore to secure rare specimens of birds after we had partaken of a basket-dinner. After their return, less three of their number, who feared the perils of navigation with so many in a small boat, we reëmbarked, stopping by the way long enough to procure some peaches from a neighboring house, and then, in a little flurry of wind, started with a yawl containing thirteen persons to pull to Caledonia, five or six miles below, which, in due course of navigation, we reached safely. Soon dark came on, and with it a storm. We waited for the stemboat, and waited; but it waited also, and another boat being ready to go down, we arranged for passage thereon and were back at Mound City at one o'clock at night. On board this boat we had a view of American society that

may not be of interest to fossil-hunters, but can not fail to interest those who move in the present. The boat was loaded for New Orleans. The chief part of the cargo was a large drove of fine mules, and a large drove of those cattle who 'have no rights which a white man is bound to respect'. The cabin-floor and some other parts of the boat were covered with the sleepy and sleeping forms of one hundred and twenty-nine animals shaped like men and colored in every shade from jet black to almost the human white, under charge of some men, respectable, of course, for they were white. In buying and selling so large a number no families will be separated, no ties of affection sundered, because — Southern laws recognize no families, no husband, no wife, among this kind of stock. Where no families exist no family can be separated.

The lower point of the State is flat, swampy, and rather a hard place to live in, we thought. There are no farms in the immediate vicinity of Mound City and Cairo; and while the former is expected to be a rival to the latter, the flood of 1858 covered the whole of it except an Indian mound from which the place takes its name. The region back of these places is swampy and fit abode for various forms of insect and reptile life. Dr. J. W. Velie pinned a number of specimens and bottled others. So thoroughly is the country overflowed that snakes are almost unknown in the bottom-lands except water-snakes.

Most of the party stopped at Jonesboro for two or three days, where C. D. Wilber was to address the people, and from which point the party expected to extend their labors further. Mr. Julian Bryant had taken sketches of scenery and was to go to the Mississippi where the Grand Chain breaks out in it west of Jonesboro to obtain new views. Mr. Bryant will have paintings on exhibition at the State Fair at Jacksonville, especially of our own scenery. Curiosities and specimens gathered by other members of this and similar parties are expected to swell the attractions of the fair.

Mound City has some boat-building, a large foundry, not in full use, and a pottery which makes large quantities of stone-ware. Our party were especially indebted to the proprietor for aid in prosecuting their objects. In fact, nothing could be more gratifying than the readiness of all to do their part. The river captains are ready to extend courtesies especially in their line to the collectors of specimens, and the chief distinction to make in noticing favors or attention received would be made by naming the different facilities business or acquaintance has afforded persons to show their interest. One was ready to point out the haunts of particular birds, another donated an Indian hatchet, another would furnish a skiff, and others a steamboat. Whatever differences of opinion and habit may exist between northern and southern Illinois, we are pleased to record the reception of hospitality from our Southern friends limited only by our ability to use it. While we heard no little hard talk against 'Black Republicanism' in the abstract, we were treated cordially, though some of our party were known to be Republicans; and a Republican paper is tolerated in Mound City. The truth is, extravagant stories have been told in each part of the State of the other part. We are told of their Egyptian ignorance, and they are told that up in Africa (northern Illinois) we want to set all the negroes free at once. Visits like the present do much to enlighten both extremes, and to show that Egypt, with all her want of complete school facilities and with sparse settlement in many parts, is a land of corn instead of a land of darkness. There is enough of darkness; but the clouds are not

so rare in northern Illinois as to give these of that part cause to say 'I am holier than thou'.

Visits like this not only give a knowledge of Egyptian geology and birds and insects, but brings out the better appreciation of Egyptian men. Verily, steam is a great civilizer. By the Illinois Central Railroad latitudes formerly a month apart are but a few hours from each other, and the news-boy cries, 'Here's this morning's Chicago and St. Louis papers', up and down the State, both noting the events which the telegraph has recorded the previous day in the whole country, with the different views taken of these events in cities hundreds of miles apart. We have many items of our trip to notice hereafter.

B.

THE STATE TEACHERS' ASSOCIATION.—Where shall the next State Teachers' Association meet? The matter was left unsettled, that some arrangement might be made with the railroads better than last winter. Most of our railroads will not give half-fare unless a certain number of passengers is guaranteed from a given point. The Illinois Central refuses half-fare for any purpose, but will charter cars to a party at such rates that if a sufficient number go a car-full will pay but half-fare. We are informed that C. G. Hammond, of the Chicago, Burlington and Quincy Railroad, is ready to arrange for half-fare tickets if the meeting is at Quincy on that road. Will the Committee appointed at the last meeting let us hear from them? This must soon be arranged if we are to have a meeting of any size and spirit.

SOUTHWESTERN NORMAL SCHOOL, Lebanon, Warren county, Ohio. The attendance at this school during the past year, as we learn from the catalogue with which we have been favored, has been large, 375 pupils having been enrolled. This is not a State institution, but is the result of private enterprise, and charges \$40 a year for tuition of forty-four weeks. From the catalogue and from what we have incidentally heard of the school, we are led to think that it is one of the best of Normal Schools; but knowing how easy it is to make a fair show on paper and to get recommendations for what is after all but superficial, we will say that the name of W. D. Henkle in the board of teachers is to us a very good recommendation: and we are ready to hope that the other teachers are as good as we believe him to be. If any Illinoisians desire further information of this institution, let them write to the Principal, Alfred Holbrook.

NEW-JERSEY NORMAL SCHOOL.—In a recent visit to the New-Jersey Normal School, we found that the charge for tuition in the Model School ranged from \$10 per quarter to \$20 per quarter (\$40 to \$80 per year). These will seem high rates to many; yet the patrons keep a profitable number there, justly deeming a good school with such tuition cheaper than a poorer school with lower rates. Arrangements are made for boarding a few in the families of the teachers. These are charged \$300 per year. The influence of the New-Jersey Normal School begins to be visible in the State at large.

FLORA OF ILLINOIS.—In the *Prairie Farmer* of Aug. 23d Dr. Geo. Vasey gives a list of 113 plants indigenous to Illinois, not before published as a part of Illinois flora, making 1363 different plants now known to grow here—a few of which, however, are introduced instead of native.

C O R R E S P O N D E N C E .

TEXT-BOOKS.—*Mr. Editor*: Please state if you will through your columns whether or no the State Teachers' Association at its last meeting recommended any particular set of text-books for our common and graded schools. Also, what text-books, if any, you would recommend, or which you deem best. The Teachers' Association of this county have this matter in hand; and, as an individual interested in the welfare and prosperity of the nation's community, as an educator anxious for the promotion of knowledge generally and especially solicitous for the improvement and advancement of the youth of our schools, and lastly, as a member of a committee appointed to report upon a uniform set of text-books to be used in Marion county, I feel exceedingly anxious to learn of the best works extant. Since there are County Associations in nearly all sections from New York to California, and State Associations embodying and heading County Associations, and a National Teachers' Association forming a central point for the radiation of educational information, and it being admitted that the adoption of uniform text-books is a *paramount* object, it seems to me that some measure might be devised, put on *foot*, and even got along far enough to put on *horseback*, for adopting uniform text-books, thereby *facilitating* the means of acquiring knowledge most materially. Among the many works published there must be, as in grammar, three degrees of comparison: good, better, *best*. The latter is the one we want; and having no good reason for being partial, we, as teachers, ought to agree upon this point as readily as judges do upon a common principle of law.

A. L. M.

Reply.—The State Teachers' Association has never recommended any set of text-books, nor is it probable that it ever will: we certainly hope that it never will. Nor do we think it proper to give, as Editor of the *Teacher*, in answer to such a question, our own choice of books. When a book comes to us for notice we do not hesitate to express our opinion of it; or if our correspondents should choose to review books in proper style and seek our pages for the purpose, we should think it proper to allow such use; but it is quite another thing to express a preference for any set of books over all others. We have never critically examined Sargent's Readers: suppose that we should say that McGuffey's, Sanders's, Parker and Watson's, or the new Harper Series, are the best books; might we not be convicted of presumption in expressing such a judgment when we had never examined the Sargent Readers at all? We can not say that the Sargent Readers may not be as good as any of the above: the most used books are not certainly the best. Again, we believe that a chase after the best books will be fruitless. Our personal preferences among some very good books are *very* slight. On the other hand, among grammars, which we have studied with greater attention than any other class of books, we have a strong disposition to say that we consider some not quite as near to being worthless as others. There are often very slight reasons for preferring one set of books to another, and a teacher should be ready to use any good books that he finds in use; but in any given school there should be uniformity. We will only say in conclusion that we find *Readers* often to be of very variable excellence in the same set: we remember a series in which we consider the first, second and third *Readers* very good, and the fourth very poor:

hence it is well to have two sets of *Readers* in any school ; and for a still stronger reason, too ; namely, that a greater amount and variety of reading of any particular grade can thus be obtained.

WABASH COUNTY.—*Editor Teacher*—*Dear Sir* : I am sure that you will be pleased to learn that this county (Wabash) is well supplied with good school-houses, mostly of frame, large, and well-furnished : very few of the old log-houses remain, and they are only used on *extra* occasions.

In Mount Carmel we are more than well supplied ; and it is with a feeling of pride that I assert that there is no town of equal population in Illinois that can favorably compare with us in the size, number and quality of our school-edifices and public buildings in general. Our population, though more than ever before, is less than fourteen hundred ; and yet, aside from court-house (the best in Southern Illinois), jail, and fire-proof clerks' offices, we have for public buildings, erected either by individual subscription or taxation, one Sons of Temperance Hall, twenty by sixty feet, three stories high, built of brick ; five large brick churches, Methodist, Presbyterian, Evangelical, Lutheran, and Catholic, costing in the aggregate with their furnishings not less than \$25,000 ; two brick two-story school-houses, one on each side of town, costing at least \$2,500 each ; and lastly, we are now erecting and will have completed by the first of October next, at a cost of about \$12,000 for building, furniture, and grounds, a Union High School or Academy building, which we believe will be equal to any building of like character in the State. I will not here attempt a description of the building ; suffice it to say the rooms are to be well furnished, to be warmed by heated air from furnaces, and that neither attention nor means will be spared in making it one of the best of buildings provided with suitable accommodations. There will be three terms, in all forty weeks, during the year ; the first term to commence the first of October next. Professor Peter Clark, of New York, together with a female assistant, to be provided by himself, take charge of the school for the first year, at a salary of \$1,500. The schools in our town are and will be good and well graded : for our county schools we are lacking in male teachers, but as the salaries districts propose to give (from \$75.00 to \$100.00 per quarter of twelve weeks) are but light, we can not yet bring up our schools to the standard or position we desire.

Respectfully,

WM. M. HARMON, S.C. Wabash Co., Illinois.

MT. CARMEL, AUGUST 13, 1860.

MR. ROOTS AND THE IOWA INSTRUCTOR.—*Editor Illinois Teacher* : As I know that your paper is seen by quite a number of Iowa teachers I wish to tell them how the matter stands between the *Iowa Instructor* and myself. I have no number of the *Instructor* at hand, and therefore can not give dates.

At several different times during the year the *Instructor* has contained misrepresentations concerning me and the Illinois Teachers' Association. Every thing of this character seems to be heartily welcomed by the editors, but they persistently refuse to let me be heard in reply. In addition to the communication which I wrote for the *Instructor* in reply to its attack upon the Association and myself, I wrote to the Editor proposing to discuss the Bible-in-School question through the *Instructor* if he would allow me to do so ; but I claimed no right to a hearing on this point. I inclosed a stamp to pay return postage, but no answer came. I imagine that the cowardly course of the Editor of the *Instructor* in attacking me and refusing to let me be heard in defense will not produce serious consequences. This was all that I intended to say ; but I will add, what you and most old mem-

bers of the Illinois Teachers' Association know to be true, that I have ever deprecated the public agitation of this Bible question. I know many cases in which it has driven the Bible out of school; not one where it has caused it to be admitted. When the resolution on the subject was offered in the Association in 1858 I quietly endeavored to have it withdrawn; but this was not done, and I was placed upon a committee to report upon the resolution in 1859. In the absence of the chairman of the committee it devolved upon me to make the report. I could not avoid doing so without treating the Association with disrespect. It was not an opportunity sought by me to bring my views before the Association. When attacked in the *Instructor* I was willing to defend, not the views which they untruly charged me with holding, but the opinions which I do hold and express. Although I am not, like Dr. Maynard, over three score years, I have been pretty generally known in Egypt for more than one score of years as *old man Roots*, and, like the Doctor, a large share of the years of my life have been devoted to the furtherance of popular education.

I thank God that my compensation has been very different from that which the Dr. has received. It does not seem to me that if I had labored in a Christian country as long as the Dr. has, and received no compensation except being called 'names which self-respect will not permit me to repeat or characterize, or you perhaps to publish', I should think I had mistaken my calling. For my labors I have been and am being most bountifully rewarded. As I travel from Massachusetts to Missouri, from Memphis to Milwaukee, I every where meet with men filling responsible positions in society who say that they are directly or indirectly indebted to me for more or less of their education; and the reception which I meet from them is just what Dr. Maynard needs to drive from his heart the bitterness with which he speaks of others, and induce him to speak kindly even of those whose views he can not comprehend.

The only heavy calamity which has ever befallen me, connected with educational matters, was the *Iowa Instructor* asserting that what I wrote is not fit to be published. The shock which this gave me was nearly equal to what I experience when a mosquito hits my boot.

B. G. ROOTS.

We give place to the above from Mr. Roots, respecting an unpleasant controversy on which we had our say last May; we hoped that it was closed. But Mr. Roots alludes above to something more on the same subject, in the July number of the *Iowa Instructor*, which we have not seen: that number has not reached us. It seems to us that our neighbor, having given place to an unwarranted and blundering if not mendacious attack upon the whole body of the Illinois State Teachers' Association, and upon Mr. Roots in particular, ought to have given place to some defense of the assailed parties. They have thought otherwise, however, and we have taken the only resource left us and expressed our opinion of the conduct of the author of the mischief, Dr. Maynard, and now give Mr. Roots opportunity to state his grievances. Such personalities and contests are not to our taste, though some times wanton assault and continued denial of the justice and courtesy which give proper opportunity of defense seem to render them necessary.

HOOPS.—We think the *hoops* add grace to a female in long dresses when properly worn, as well as add to her comfort; but there is no more abominable, immodest fashion than putting them on school-girls in short dresses, especially very small girls. If teachers have noticed the same evils which have come into our view, they will agree with us that such a scandalous thing should be discountenanced

by every means in their power. We have seen little girls five years old who could not sit on a bench and be as well protected as Eve was with a fig-leaf; we have seen those a little older whose appendages assumed nearly the perpendicular in passing through narrow aisles in the school-room, and we have seen a good deal that we are warned not to tell of, by remembering the excitement produced by the 'immodesty' (!) of a teacher who requested the female portion of his school to ask their mothers to adjust their clothing so as to keep its place better. The cramped arrangements of many of our school-rooms make this a special abomination in school. Hoops and short dresses do not belong together. S. T.

We hesitated about publishing the above communication, simply because in our pages it will reach few of the very parties that need its suggestions; and all teachers must perforce know the truth of S. T.'s complaints. But who will hear and heed it?

HOW MANY INSTITUTES?—A correspondent asks, "How many Teachers' Institutes are there in Illinois?" We can not tell: probably the statistics of the next report of the Department of Public Instruction will tell us how many there are. But many organizations so called very little deserve the name.

LOCAL INTELLIGENCE.

MARION COUNTY INSTITUTE.—This body held its first session under its constitution and present officers Saturday, July 28. A goodly number of teachers and citizens were present, the weather propitious, and every thing bid fair for an interesting time.

J. McHancy, second Vice-President, presiding, a committee was appointed to conduct President S. W. Leonard to the chair. Upon taking the chair he complimented the Association for the honor conferred upon him, and proceeded to deliver an inaugural address, which was listened to with marked attention and interest.

C. W. Webster, representative to the Agricultural Educational Convention from this district, was called upon for a report of the proceedings and action of the same, but *failed*, not having attended.

Adjournment was made to 2 o'clock P.M.

After having convened for the afternoon session, resolutions were passed which in effect are: (1.) A committee to obtain subscribers for the *Illinois Teacher* and *Journal of Progress*; (2.) That each member should donate at least one book treating upon or pertaining to education for the purpose of increasing the library already commenced; (3.) Appointing a committee to procure a case for the books now in the possession of the Institute and those which may hereafter come into their possession, appoint librarian, and make such other arrangements as they should deem necessary; (4.) Appointing a committee of five who should constitute a Board of Examiners; (5.) Requesting the Examiners to be strict and thorough in their examinations, and to grant certificates to those *only* who are qualified; and, further, the members pledging themselves to support the Examiners in the examinations they shall make and the certificates they shall grant. Ex-

aming Committee—A. L. Mills, T. D. Clark, R. J. Andrews, John Hull, and Mrs. M. T. Goodwin.

Business being disposed of, Drill Exercises in Reading and Orthography were conducted by Messrs. D. W. Ballou and J. L. Fisher, the latter explaining briefly in connection with Orthography and Phonography. Succeeding the drill exercises adjournment was made to 7 o'clock.

Upon convening in the evening session, the Association were entertained with an address upon *Teachers' Institutes* by T. D. Clark.

Association adjourned to meet at the call of the Executive Committee.

S. W. LEONARD, President.

A. L. MILLS, Secretary.

P.S. The time appointed for the next meeting is September 20, and continue three days. An invitation is extended to all educators to come, take part, and give us their aid and assistance. N. Bateman, Prof. Eberhart, of Chicago, B. G. Roots, of Tamarora, and S. Wright, of Kimmundy, are expected to lecture.

A. L. M.

LIVINGSTON COUNTY Teachers' Association met at Nebraska June 8th, and continued in session two days. From the sketch of proceedings which we find in the *Pontiac News* of August 9th, we see that there was little of general interest transacted except the following resolution and action under it:

Resolved, That a committee of three be appointed to consider the propriety of using two columns in each of the county papers, provided they can be had; also, to recommend to the Association a committee of three to act as a Publishing Committee.

A Publishing Committee was subsequently appointed, and contributions were invited.

The fall meeting and Institute is to be held at Pontiac, September 24th to 29th.

LEE COUNTY Teachers' Institute will be held at Dixon the third week in October.

MARION COUNTY.—The first semi-annual meeting of the Marion County Teachers' Institute will be held in Salem on the 20th, 21st and 22d days of September next, commencing at 10 o'clock A.M. The published order of exercises gives an interesting programme for three days' work, ending with a sociable.

DOUGLAS COUNTY Teachers' Institute will hold its third semi-annual session at Tuscola, commencing on Monday, Sept. 24th, at 10 o'clock A.M., and continuing until Friday evening. Mr. T. R. Leal and Mr. Simeon Wright have been invited to take charge of the Institute as Conductors. Hon. Newton Bateman and Dr. E. R. Roe have promised to be present as lecturers. An address will be delivered on Monday evening by Rev. G. D. Miller, of Tuscola.

CARROLL COUNTY Teachers' Institute will be held at Savanna, commencing on the third Monday of September.

CHICAGO HIGH SCHOOL.—George Howland, late teacher in the Chicago High School, has been elected Principal in place of C. A. Dupee, resigned. We think the Board did justice neither to themselves nor Mr. Howland in putting him on a salary \$200 less than they have heretofore paid to the Principal of their High School.

ILLINOIS INSTITUTE FOR THE DEAF AND DUMB.—The ensuing term of this Institution will commence on Wednesday the 3d day of October, when the Institution will be open for the reception of pupils. Tuition, board, etc., are furnished deaf mutes; over ten years of age, of a sound mind, who are residents of Illinois, free of charge.

In all cases where pupils sent to the institution, or their parents, are unable to furnish them good and sufficient clothing, the law provides that the Judge of the County Court of the county from which they are sent shall certify the same to the Principal, who is then authorized to procure such clothing.

All expecting to avail themselves of the privileges of the Institution the coming year should be here promptly on the 3d of October, as the classes will then be organized for the session. Pupils will not be received before that time, and those who come late (except in cases of sickness) may have to wait another year.

Let all, then, take due notice of the above, and govern themselves accordingly.
PHILIP G. GILLET, Principal.

INCOMPETENT TEACHERS.—A correspondent of the *Pontiac News* asks what is to be done in a case where the Directors have employed an incompetent teacher and persist in retaining her though the children of the district have been withdrawn from school, with few exceptions. She had a certificate from the County Commissioner. The *News* gives the following as samples of the copies set by her for writing-pupils, "which" says the *News*, "is a faithful transcript of the originals, including orthography, etymology, syntax, and, more especially, a beautiful system of punctuation (?):"

Never troubel others for what you can do your self O K
Never put off tell to morrow what you can do today
Reading Levingston Countey Illinoise
Meney Men that cant a gree Meny fishes in the
Mary is a nice name is it not sarah j M
Friendships is jewel that seldom is found
Remmber the Sabith day to keep it holly

Section 50 of the school-law provides for such a case. If application is made to the School Commissioner, he can revoke the certificate.

PUBLIC INTEREST IN SCHOOL AFFAIRS.—An exchange, published less than sixty miles from the office of the *Teacher*, gives the following:

A meeting was held the other evening, in pursuance of ten days' previous notice, to vote on the tax for school purposes in the district for the ensuing year. The rate fixed upon was \$1.25 on the \$100. Last year the tax was \$1.75 on the \$100: the year before that \$2.25 — a scale of diminution quite encouraging to tax-payers. Next year there will doubtless be a still further falling-off.

It is a noteworthy fact that only *two* persons were present at the late meeting to vote the tax, one of whom was a Director; the year before only five; and the year before that, when the \$2.25 tax was voted, only four. This shows great carelessness on the part of our tax-payers, or great confidence in the wisdom of the few public-spirited gentlemen who attend to this branch of the public business.

In that district are 882 persons under 21 years of age distributed in 313 families: 561 of the 882 are over four years old. One family has nine children; five have eight each; sixty-two have two each; and eighty-seven have one each. But only *two* men went to the school-meeting!

B O O K N O T I C E S .

POPULAR PHYSICS. Introductory course of Natural Philosophy for the use of Schools and Academies, edited from Ganot's Popular Physics, by Wm. G. Peck, M.A., Prof. Math. Columbia College. New York: A. S. Barnes & Burr. 12mo. pp. 480. 308 Illustrations. \$1.00.

This is a very attractive text-book, and remarkably good and cheap as well as beautiful. Prof. Peck chose a popular work of an eminent French author and reproduced it in English, not aiming at strict translation, but rather to present the teachings of the original with their native force and spirit; and by arrangement with the French publishers our American publishers have fac-simile copies of the

original engravings, as one might suspect from the pictures of men with *sabots* in Figs. 30 and 95. We have read carefully many pages of the book, and can not hesitate to say that of all the school-philosophies that we have had opportunity to examine this is the best. We hope it may have circulation accordingly. The work is well printed and remarkably cheap: we expected to find its price \$1.25 at least.

DODD'S ARITHMETICS. By James B. Dodd, Prof. Math. and Nat. Philos. in Transylvania University. 1. *Elementary and Practical Arithmetic*. 12mo. pp. 291. 45 cents. 2. *High-School Arithmetic*. 12mo. pp. 336. 84 cents. New York: Pratt, Oakley & Co.

Before looking into these books at all we looked through some pamphlets by Prof. Dodd, in which he criticizes with no little severity Messrs. Davies, Greenleaf, Perkins, Emerson, Ray, Thomson, and other writers of the commonly-used school-arithmetics, claiming that their arrangement of subjects is illogical, their selection of practical rules some times redundant and some times defective, and urging many other objections to their works, while claiming for his works great superiority. Such lofty claims provoke closer examination and criticism; and we so generally find them unsustained by real excellence that it was with a feeling of distrust that we opened these pages. We have not looked through them, but must record our conviction that Prof. Dodd has reason to claim high rank for his work. We can not say that we are willing to let all the rules pass criticism as the best that can be given, but in no work within our recollection have we seen clearer statements of arithmetical principles and explanations of methods. Intending to say more on this matter hereafter, we leave it for the present, advising all who have occasion for books for a new school or for new classes in an existing school to examine these thoroughly. The *Elementary and Practical Arithmetic*, is the same as the first ten chapters of the *High-School Arithmetic*, without change, but with an appendix of about thirty pages on Mensuration.

A KNOWLEDGE OF LIVING THINGS, with the Laws of their Existence. By A. N. Bell, A.M., M.D., late P. A. Surgeon, U. S. Navy: Physician to Brooklyn City Hospital. New York: Baillière Brothers. 12mo. pp. 318. 2 colored lithographs and 60 wood-cut illustrations.

Dr. Bell says in his preface "that it is impracticable so to abridge Human Physiology as to render it entertaining to the general reader or comprehensible to the academic student." He says that as Human Physiology is the highest point of the science of Physiology, a knowledge of the lower physiology, or of the laws of life in simpler and lower organizations, is essential to successful study of Human Physiology. He delivered a course of lectures in the winter of 1858-9 which he made thus introductory to the greater science; and from them, at the suggestion of eminent teachers, has grown this book. The book, however, is not a mere vestibule: it is complete in itself for its own purposes. Dr. Bell's position in the U.S. Navy, with his scientific zeal and his desire to spread knowledge, has been the occasion of the composition of this treatise. The labor of love has been well performed; the student or the reader is led along from the consideration of the characteristics of inorganic bodies through the simplest forms of life to the investigation of the functions of the higher animals and of man.

As a text-book it may be used in academies and in high schools by an intelligent teacher very profitably. But it requires such training in the use of language as none get until fitted for the higher classes of such institutions. To general readers who wish a condensed but not lifeless and skeleton-like view of comparative vegetable and animal physiology we commend it.

HIGH-SCHOOL GRAMMAR. By W. S. Barton, A.M. Montgomery, Ala.: published by the Author. 12mo. pp. 273. \$1.

It comes natural to us always to speak first of the typography and externals of a book, probably from our having served at 'the case' in the printing-office: hence we begin by saying that this book is well printed and is a pleasant book to use. Its author is the able editor of the *Southern Teacher*, of which we gave a favorable opinion in our June number: he is also the author of other Grammars and a Rhetoric. Prof. Barton has presented the prevailing doctrines of English Grammar with a few improvements in a manner which we think offers many advantages over most of the works of this class. His combination of analysis, composition and criticism in the part of grammar devoted to syntax is very happy. We can not, even for courtesy's sake, abstain from saying that we believe the common system of grammar, by whomsoever set forth, to be a chaos threaded by a few lines of logic, and as yet having no hopeful organization or arrangement: but until we have something better let us use the best books: and let those who wish a grammar that is good on the common basis give this a favorable consideration, for they will find that it deserves it.

HINTS ON STUDY. By Rev. Thos. Lightbody. Buffalo, N. Y.: Breed, Butler & Co. 12mo., pamphlet, 56 pages. 10 cents.

The substance of this little tract was originally given as a lyceum lecture; it was afterward published here and in England, and a reprint having been frequently called for, it has been rewritten and now appears in this form. The tract is intended for the counsel and encouragement of young persons who wish to improve their minds; and it is well suited to its purpose. The advantages, subjects and methods of study are the three great divisions of the treatise; and while the author's own thoughts are good and well said, he has adorned his pages with multiplied quotations from the language of great minds and with anecdotes for illustration.

BOSTON SCHOOL REPORT, 1859.

This Report lies before us. It presents, like those of 1857 and 1858, very prominently the subject of *Primary Instruction*. The cramped power of the Board of Education, in being unable to execute its own wishes in expenditures except as the City Council may concur, is dwelt upon in this Report as well as the preceding ones. Our new towns would find here ample reason why, as in St. Louis, the school corporation should be entirely distinct from the municipal. Had we time we could point to disaster to schools in our own State from the same cause that causes embarrassment in Boston.

It is noted that a few pupils now pursue a higher course than formerly. Mr. Philbrick opposes the concentration of large numbers, 1000 or 1200; 600 he deems sufficient for any case in one house. Mr. Philbrick also recommends the establishment of a floating school such as is in use in Baltimore.

We shall have occasion to quote in our pages from the report, as well as from those of previous years.

THE PENNSYLVANIA SCHOOL JOURNAL, in entering upon its Ninth Volume, assumes some new features, and will be more valuable and more interesting to its readers. Mr. Burrowes, the editor and publisher, has made arrangements with experienced and popular teachers for regular contributions; and in the first number of the new volume are commenced series of articles on several subjects, which will prove valuable. The Editor promises that his shall be strictly a *school journal*: it will certainly be a good one. Address Thos. H. Burrowes, Lancaster, Pa. \$1.00 a year.

BOOKS RECEIVED.—Tracy's School Record, from A. S. Barnes & Burr. Mulligan's Structure of the English Language, from D. Appleton & Co. School Days of Eminent Men, from S. C. Griggs & Co. Notices next month.

ILLINOIS TEACHER.

VOL. VI.

OCTOBER, 1860.

No. 10

THE MORALITY OF OUR SCHOOLS.—NUMBER II.

MR. EDITOR: It was the misfortune of the writer that he never went to a school, from the infant-school to the college, swarmed or infected, taught by male or female, where the common decencies of society were not violated, daily, and in the most open, shameless manner. My teachers were (with but one male exception), gentlemen and ladies, most of them Christians, who tried to do their duty faithfully and well. Although in most of these schools we had Bibles, and prayers, and lectures, and readers on virtue and morality, yet there was not one of them in which abomination was not imprinted in every impressible form in, around, and about, rendering the teaching of virtue valueless; for before us were the more insinuating and captivating forms of vice. Virtue was taught theoretically, vice was learned practically. I am indulging in no paradox, but dealing with simple facts; such facts only as are revealed to those who have had the opportunity of taking a course of academic study, the bare recital of which, in detail, must only be hinted at here and not told.

Even at college, indecency met us on the stile as we entered the campus; it confronted us on the pillars of the portico; we read vice legibly scrawled on the wall above our venerable President's head at morning prayers, where it remained for years: as he rose to read God's Word we saw it, if he did not, indelibly carved on the pulpit desk; the passages, once white, were burdened with it in every conceivable variety which genius and skill could portray, or vulgarity invent. It was witty and grotesque, polished and profane. Even from the walls, the stove, and the benches in the recreation-rooms, vice in some shape, indecency in some form, diabolism in some guise, was omnipresent.

Now, dear reader, do n't be surprised ; ours is an 'old and honored institution': some of the great men of the land are her alumni, and are pleased to call her their '*alma mater*'. She was founded sixty-odd years ago, by good men, who desired to further the interests of Christianity by giving young Christian men an opportunity to acquire that quantum of Greek, Latin, etc., which was deemed requisite to fit them to become preachers of the Word. But do n't fancy, dear reader, that the incidentals above alluded to were contemplated by the fathers as a part of the 'curriculum' of their institution. Many good men were graduated in spite of such adverse influences. Many preachers were sent out from her halls, and many that might have gone as good men, alas!—did n't. The catalogue duly registered our names each year, with more than two hundred associates, and right proud were we then to see our names in print, and send them to those we loved, marked * to indicate our exalted position. The same catalogue told us each year, among many other good things, that 'Every student was required to attend morning prayers, and to go to church at least once on the Lord's Day'; that 'the discipline was gentle but firm, calculated to lead the students by the influence of persuasion rather than force'; that 'more attention was paid to the *quality* of recitations than the *quantity*'; that 'the college was located in a beautiful and healthful region, among an intelligent and virtuous community'—all of which was written by 'honorable men, all honorable men', and believed by credulous fathers and confiding mothers, some of whom we have seen bending in heart-rending agony over the forms of those who, with a parent's love and blessing, had been sent, innocent and confiding, to be educated 'in wisdom's ways', but, alas! had returned well-trained in vice, to die dishonored and degraded.

One would suppose that a literary institution, dignified with the honorary title of college, dedicated to the extension of knowledge, religion, and morality, containing libraries of standard authors in all departments of science and art, presided over by men venerable in years and attainments, assisted by a faculty possessing knowledge and skill in the several departments, should be the place above all others where propriety and decency should be observed, and no appearance of vulgarity permitted to enter. The writer has visited a considerable number of prisons in various parts of the country, and in no case has he found one which, in all the external signs of virtue, did not surpass the literary institutions with which he is acquainted. This is an odious comparison, and it is made to the disadvantage of the teaching profession, in which the writer is interested more than any other, and in the duties of which he expects to spend his life. It is sad, but

true; and if there is any exception it would be a matter of special gratification to have it known.

Now, kind reader, what is the condition of the school-building in your vicinity? Is it nice, neat, clean, and tidy? If so, some body in your neighborhood deserves commendation, and your school escapes our censure; if not, do not feel aggrieved at the indelicacy or incorrectness of these articles, or the public will know when you complain that your school is one of those the writer had in his mind.


The *theory* of this subject of practical morality in school is easily seen—very pretty—but somewhat difficult to reduce and apply. It requires constant care, caution, prudence, and perseverance. To establish it is not the work of a day, or a term, but of years. As we said in our last, ethics and esthetics are closely allied. If you wish to cultivate morality *that you may see and feel it around you*, commence like Aunt Chloe, by having ‘a clarin-up time’. Get clean physically, and your moral renovation is well commenced. Get that broken gate fixed, straighten up that fence, fix the walk, erect a scraper, buy some brooms, get a decent bucket and a clean dipper, replace those broken hat-hooks, oil that creaking door and repair the lock, rub all the marks off the house inside and out; then whitewash, plane those defaced, haggled desks, reset that broken glass, polish the stove and straighten the pipe; then go ‘back’, get things to rights there as decency suggests. These are ‘minor morals’, but they are very significant.

I have not been talking to you alone, dear teacher, but to your pupils. Have you not tact to enlist them in this improvement? If you have not, then you are not fit for that place, whether it be at the head of an infant-school or a college, and had better resign. Be interested yourself, and your enthusiasm will prove contagious; bear a hand yourself, and your pupils will be glad to imitate you. After it is all done, do you suppose your pupils will not generally prefer the renovation, and that the moral sentiment will be exerted to preserve what they themselves have assisted in doing? If you do n’t, then you have one more lesson to learn of human nature. Let the directors make all these improvements, and in less than six months it will be as bad as before: let the teachers and pupils and directors do it, and it may be a healthy, growing influence for good,—a moral influence that is living and saving.

The following extract, clipped from a paper published at Cleveland, Ohio, a few years ago, will serve as a practical illustration:

“The Union School Building is sixty by eighty feet, and three

high stories in hight, built of brick, on a permanent stone foundation. It is located on a slight eminence, commanding a beautiful view of the adjacent hills and valleys. The school-yard is adorned with shrubbery, trees and grass, and inclosed with a neat wooden fence, painted white. The walks are regularly laid out, and at this season of the year are fringed on either side with fragrant flowers of various hues. Birds come and play in the yard with the children, and build their nests in the portico! And these pinioned playmates are welcomed and protected there, and make merry music among the fresh leaves and smiling sunlight all the day. What a lovely relationship! The children and the birds! Let boys who are in the habit of robbing birds' nests, tramping on the flowers, and marking or disfiguring any thing about the school-premises, learn a lesson here;—let *parents* take a hint!"

We hope that the indications of improvement will soon be visible, when all the 'tracks' of vice will be completely obliterated from our school-premises, whether it be the infant-school or the college, the common school or any other. 

THE VALUE OF ENGLISH GRAMMAR—WHAT IS IT?

FIFTH LETTER.

"‘DEFINITIONS,’ says Duncan in his *Elements of Logic*, ‘are intended to make known the meaning of words standing for *complex ideas*; and were we always careful to form those ideas exactly in our minds, and copy our definitions from that appearance, much of the confusion and obscurity complained of in languages might be prevented.’—p. 70. Again he says, ‘The writings of the mathematicians are a clear proof how much the advancement of human knowledge depends upon a right use of definitions.’—p. 72. Mathematical science has been supposed to be, in its own nature, that which is best calculated to develop and strengthen the reasoning faculty; but as speech is emphatically *the discourse of reason*, I am persuaded, that had the grammarians been equally clear and logical in their instructions, their science would never have been accounted inferior in this respect. Grammar is perhaps the most comprehensive of all studies; but it is chiefly owing to the unskillfulness of instructors, and to the errors and defects of the systems in use, that it is commonly regarded as the most dry and difficult.”

GOOLD BROWN, *Grammar of English Grammars*, Introduction, chap. x, § 4.

It is not in place here to raise the controversy as to the relative

value of mathematics and other studies: mathematics is entitled to the credit of having a body of clearer definitions and processes than are to be found in any other science; though I do not think that any great credit, when we consider the simplicity of the subjects belonging to mathematics. Such as it is, however, let it be fully conceded: and let us seek for similar clearness in all other sciences, in each according to its nature and possibilities.

Of all grammarians within the scope of our observation, Goold Brown has had the most to say about accuracy of definitions, and has specially prided himself upon the accuracy of his own work of that sort. In the chapter from which we have cited the paragraph at the head of our article, Brown says, "Is it not a disgrace to a man of letters to be unable to tell what a letter is?" He then proceeds to criticise the definition of 'Lowth, Murray, Churchill, and a hundred others of inferior name', with his usual severity, and gives his own definition thus: "A Letter is an alphabetic character which commonly represents some elementary sound of human articulation or speech." This is indeed much better than the definition which he had just criticised, and he says it is '*the true answer*' to the question 'What is a letter?' But about thirty pages later, at the beginning of Orthography (Part I, Chap. 2), he abandons this definition and gives another, as follows: "A *Letter* is an alphabetic character which commonly represents some elementary sound of the human voice, some element of speech'. In this definition the last four words are vague, and at best superfluous; they do not explain what went before, but require explanation from it. But the great defect of this definition lies in the first six words. It is certainly a defect to introduce into a definition, either openly or covertly, the very word which is to be defined; and that mistake is here committed. 'Alphabetic' means here pertaining to an alphabet; and 'alphabet', as defined by Dr. Worcester, is 'the series of letters belonging to any written language'. Brown's definition, then, is in effect this: 'A Letter is a character pertaining to the series of letters belonging to any written language'; and this is manifestly no definition. It is as if we should say, 'A Man is one of the number of men living on the earth'. The word 'alphabetic' spoils Brown's definition. Now, if it is 'a disgrace to a man of letters' to try to define a letter and then to fail of it, we claim to have shown that the disgrace attaches itself to him. We do not say that it is a disgrace to a man of letters to be unable extemporaneously to define a letter; but we do say that a man writing upon that very subject does not commend his own ability to the reader by failure after self-sufficient vauntings.

We now ask the reader to bear in mind Brown's remarks given at the head of this article, his views of the importance of correct definitions, and the sentence quoted from him in my last article—"objectionable definitions and rules are but evidences of the ignorance and incapacity of him who frames them";—while we look at some of his other definitions. If he is obliged to confess himself unable to give a definition, or if he tries and fails, the charge of 'ignorance and incapacity' returns upon himself; and, considering how freely he distributes his derogatory judgments upon others, none should be sorry if the cup of retribution should be commended to his own lips.

"A Verb," says Brown, "is a word that signifies to be, to act, or to be acted upon." He adds, "Verbs are so called from the Latin *Verbum*, a *Word*; because the verb is that word which most essentially contains what is said in any clause or sentence." (*Grammar of Grammars, Part II, Chap. vi, at beginning.*)

Of course we should look for careful definition of this so-called most important class of words, the 'most essential' in every sentence or clause; but instead we find the plainest confession of what he has previously pronounced 'ignorance and incapacity'. In his observations immediately following his leading definitions of the verb and its classes, he says, "Almost every thing that is contained in any theory or distribution of the English verbs may be considered a matter of opinion and dispute. Nay, *the essential nature of a verb*, in *Universal Grammar, has never yet been determined by any received definition that can be considered unobjectionable*. The greatest and most acute philologists confess that a faultless definition of this part of speech is difficult, if not impossible, to be formed." A precious *science*, then, we are invited to study when we take up grammar!—one which can not give an unobjectionable definition of the principal class of the words with which it deals! "Had the grammarians been equally clear and logical in their instructions, their science would never have been accounted inferior [to mathematics] in this respect," says Brown in his *Introduction*, as cited at the head of this article; and when we look into the GRAMMAR OF GRAMMARS (lofty title!), into the great book of reformation of the code of grammatical theories, and definitions, and rules, the result of twenty-seven years' labor and thought, we happen upon this humiliating confession, and are asked to be satisfied with the following most lame and impotent conclusion: "A definition like that which is given above [Brown's definition] may answer in some degree the purpose of distinction; but, after all, we must judge what is and what is not a verb chiefly from our own observation of the sense and use of words." (*Gram. of Gram., Part I, Chap. i, Obs. 1.*)

And Brown thinks this 'science' is to be not inferior as a means of developing and strengthening the reasoning faculty to mathematics! We shall probably think so when we hear a professor of mathematics saying to his class, "A definition of a circle like that which I have just given you may answer in some degree the purpose of distinction; but, after all, we must judge what is and what is not a circle chiefly from our own observation of the sense and use of words." Or perhaps we shall be willing to give the rank of a science to chemistry when we hear professors of it saying, "The definition which I have just given you of a salt may answer in some degree for the purpose of distinction; but, after all, you must judge what bodies are and what are not salts by observation of your teacher's use of the term."

In the 'observation' immediately following the one from which we have quoted, Brown says: "Whether participles ought to be called verbs or not is a question that has been much disputed, and is still variously decided; nor is it possible to settle it in any way not liable to some serious objections. The same may, perhaps, be said of all the forms called infinitives." So on one page Brown says that the whole science of grammar rests on a division of words into parts of speech, and that a grammarian can not but fall into errors if he does not understand wherein lies the difference of the parts of speech; and then two hundred pages later he admits that it is not possible so to define the Verb as to be able from the definition to decide whether a participle or an infinitive is a verb: all possible solutions are 'liable to some serious objections', and of course, by his judgment, the authors of these solutions have afforded 'evidences of their ignorance and incapacity'. I certainly shall not dispute his sentence of condemnation. Brown makes the participle a separate part of speech, and treats contemptuously those who call it a part of the verb; but while he indicates in the passage above quoted that the infinitive stands on the same ground, or nearly the same, he calls that a part of the verb; and then, in a note, he calls Dr. Bullions's definition of the verb 'perhaps one of the best', while in the text above the note he says that if the essence of a verb be made to consist in affirmation, predication, or assertion (and Bullions's definition makes it so consist), neither infinitives nor participles can be reckoned parts of the verb. It may be denied that Bullions's definition is properly interpreted by me: I will examine it presently.

Brown ought to have shown the student wherein his own definition is defective, and to have given us the benefit of his critical discussion of the definitions of others. I do not doubt that it would have been valuable; for Brown was very acute in his criticisms, whether just or

unjust. In his definition Brown says a verb is a word; that is, of course, *one* word: but in his examples for parsing, praxis vi and praxis ix, he puts two words together to make a verb, calling 'is imposed' and 'shall fall' each a verb. In the ninth praxis he says that shall is an auxiliary verb; soon after he says, "Fall, or Shall fall is an irregular active-intransitive verb." So, then, *shall* is a verb, and *fall* is a verb, and the two together are still a verb; and yet a (that is, *one*) verb is a (that is, *one*) word. Since Brown would call '*may have been seen*' a verb, he should not say a verb is a word. Again, we object to defining parts of speech by signification, unless it is set forth at the same time that peculiarity of signification is attended by peculiarity of use. Again, what are called verbal nouns really signify to act, as truly as verbs do, and are, by this definition, verbs: thus, Brown says, "A verbal or participial noun is the name of some action or state of being, and is formed from a verb, like a participle, but employed as a noun: as, 'The *triumphing* of the wicked is short'." Here *triumphing* certainly 'signifies to act', and by Brown's definition must be a verb. If I say—prompt action is necessary—to act promptly is necessary—acting promptly is necessary,—the words *action*, *to act*, and *acting*, all signify to act, and are verbs by definition. I, however, do not regard any one of them as a verb.

Leaving Brown in the fog in which he confesses himself and others to be, I will pass to others; saying, however, that I, though not claiming to be 'one of the greatest and most acute philologists', can give a consistent and complete definition of the verb, as it should be defined by those who make infinitives, and participles, and two or more words taken together, forms of the verb: it is, however, a long and inconvenient definition, as every true definition must be under such a necessity: I would not so define a verb.

Bullions, in his *Analytical and Practical English Grammar*, defines a verb thus: "A Verb is a word used to express the act, being, or state of its subject. . . . Hence a word that expresses the act, being, or state of a thing, is a verb." (§ 314.) To understand this we must see what he means by the term 'subject'. "The subject of a verb is that person or thing whose act, being, or state the verb expresses." (§ 315.) "The subject is that of which something is affirmed." (§ 592.) "The word *affirm* here is to be understood as applying to all kinds of sentences." (§ 594.) "The difference between these two modes of expression is this: in the full form, the idea contained in the dependent clause is *affirmed*; in the abridged form, it is *assumed*." (§ 652.) We see, then, that by his definition of subject in § 592 there must be an affirmation in order that there may

be a subject; and in § 652 he sets forth that there is no affirmation in the '*abridged propositions*' made by an infinitive or a participle. Hence, I claim that he makes affirmation the essence of the verb in his definition, if he uses the term *subject* properly, and in consistency with the greater part of his grammar. I know that his definition of subject in § 315 is not the same with that given in § 592; and, what is worse, it is not the true definition, while that in § 592 is the true one. But let us yield this; let him wrest the term *subject* and define it as in § 315, and let us waive the inconsistency. He says "the infinitive mood generally has no subject": how, then, can it be a verb, which, by definition, must be 'used to express the act, being, or state of *its subject*'? 'To be good is to be happy': where are the subjects of 'to be' and 'to be' in this sentence? Again, take his statement into view that when the infinitive has no subject, the act, being, or state is referable to some word connected with it; and this word we find denotes the person or thing to whom or to which we may attribute the act denoted by the infinitive. Now, if we may extend the meaning of the words *verb* and *subject* in this way, we shall find 'Macbeth's murder' to be subject and verb in the sentence "Macbeth's murder of Duncan gives interest to Shakspeare's drama"; for 'murder' 'expresses an act of a thing', and by § 314, quoted above, is a verb; and by § 315 'Macbeth's' is the subject of it.

Again, in "John is to be blamed" the words *to be blamed* are a verb, by definition, because they express the *state* of John; but if we put *blamable* in place of *to be blamed*, we shall see that it expresses the *state* of John just as truly, and therefore, by definition, is a verb. So we say—the child is loved by its parents—the child is beloved—the child is dear to its parents: in these sentences the words *loved*, *beloved*, *dear*, all equally express the state of the child—referring, in fact, to the same thing; therefore, by definition, they are all verbs: or, if it be said that we will call *is loved* the verb, then *is dear* is a verb. Gould Brown informs us that some writers would call *is dear* a verb: they do but reason correctly on such premises as are set forth by Brown and Bullions. Finally, while Bullions says that a verb is a word, he joins several words some times to make a verb.

Some readers will say that I have made some objections which are of small importance and merely verbal; but in discussing the accuracy of definitions such small objections and verbal criticisms are in place, while they would not be in considering an argument. Brown uses such criticisms abundantly, and rightly, too.

As I have examined the definitions of the verb as given by two of our leading grammarians, it would be found hardly worth while to

take up what has been said by others whose definitions are either similar or worse; and in all other grammars that I have ever yet seen there are such inconsistencies as I have indicated above. If space would permit, and the interest of the reader continue (I am so presumptuous as to suppose him to have accompanied me to this point without falling asleep), I could show the imperfections of the current definitions of nouns, adjectives, pronouns, prepositions, conjunctions, and interjections, as I have already done with respect to the definitions of adverbs and verbs. But I have surely said enough to show that, to any logical and discriminating mind, our current grammatical definitions and distinctions are absurd; and that before we can have a science of grammar there must arise some philological Lavoisier who will give us a true system based upon the central principles; one who can profit alike by the failures and the successes of his predecessors. We greatly fear that he is yet to be born; and, still more, that when he comes he will find no welcome: college and academy and school will be closed to him because he ignores the time-worn gabble that now passes for grammar with so many.

SILAS WESTMAN.

D O I T Y O U R S E L F .

Do not ask the teacher or some classmate to solve that hard problem. Do it yourself. You might as well let them eat your dinner as 'do your sums' for you. It is in studying, as in eating; he that does it gets the benefit, and not he that sees it done. In almost any school I would give more for what the teacher learns than for what the best scholar learns, simply because the teacher is compelled to solve all the problems and answer all the questions of the lazy boys. Do not ask him to parse the difficult words, or assist you in the performance of any of your studies. Do it yourself. Never mind though they look as dark as Egypt. Do n't ask even a hint from any one. Try again. Every trial increases your ability, and you will finally succeed by dint of the very wisdom and strength gained in the effort, even though at first the problem was beyond your skill. It is the study and not the answer that really rewards your pains.

Look at the boy who has just succeeded after six hours of hard study, perhaps: how his large eye is lit up with proud joy as he

marches to his class. He treads like a conqueror. And well he may. Last night his lamp burnt late, and this morning he waked at dawn. Once or twice he nearly gave up. He had tried his last thought, but a new one strikes him, and he ponders the last process. He tries once more and succeeds; and now mark the air of conscious strength with which he pronounces his demonstration. His poor, weak school-mate, who gave up that same problem after the first trial, now looks up to him with something of wonder, as a superior being. And he is a superior. That problem lies there—a gulf between those two boys who stood side by side yesterday. They will never stand together as equals again. The boy who did it for himself has taken a stride upward, and, what is better still, has gained strength to take other and better ones. The boy who waited to see others do it has lost both strength and courage, and is already looking for some good excuse to give up school and study for ever.

Conn. School Journal.

THE STUDY OF NATURAL HISTORY.

BUT the important relation of Natural History to intellect as an educating power, is apparent from its modes of investigation—from the objects which it presents—from the powers which it exercises—from the accuracy of its processes and the grandeur of its results.

It calls men to the field, and teaches them to treat of real things, and not of mere names, 'terms of ignorance and of superficial contemplation', as Lord Bacon calls them. It thus joins action of mind and body; gives vigor to the former by its pleaeant contrast to mere book-studies, and by giving tone and strength to the latter. Its study is the true method of economizing time in education, for when other books must be closed the book of nature is open; and its objects of thought meet the eye in our strolls of pleasure, in our hurried walks, and as we rest by the wayside. The swiftness of the car is hardly able to confuse their clustering forms along the way. Our knowledge thus grows in odd moments; and a large portion of life is saved from waste, and made like flower-beds in nooks and borders of gardens, more beautiful because found in places so often neglected.

We shall find no spot on this earth where there is not some alcove of nature's library, with volumes enough to employ us for life. The

investigations are always original. The species may be described in the book in our hand, but the particular individual which we are to examine is still to be studied in every characteristic. The description must be seen to apply; and this, in the ever-varying forms of life, can be done by no mechanical process; it must be by an effort of the mind, apprehending at the moment the entire combination of properties and relations. The first step in wrong theorizing is checked by referring to the real thing, as the calculated distances and angles of the engineer are tested by the measurement of the base-line. It thus differs from pure metaphysical investigations, by bringing into constant action the perceptive faculties, as a check to groundless speculations. While Mathematics forces the mind along a given course by the ironrail of necessity, in the relations of geometric figures and algebraic symbols, Natural History compels the mind to direct itself. It must here discover the track, before it can move, and keep itself in place, not by the iron flanges of the car-wheel, but by the quick eye and accurate balancing of the equilibrist. While, then, it allows freedom of movement, it demands accuracy, and corrects error by its constant tests. It does not consist in the dreams of any master's mind, who pities our want of rational insight when we can not understand him, or, understanding him, fail to appreciate him; but it deals with things that have an outward existence, objects that can be perceived and studied by all blessed with five senses. They may be collected in cabinets, so that we may examine the same plant which Linnæus described — the same bone that Cuvier studied.

Natural History demands high qualifications in other departments of education, and constantly increases our knowledge of kindred studies in amount and accuracy, by bringing them into daily use. In the nomenclature, there is needed an intimate acquaintance with the power of words and the laws of their combinations. In considering the geologic forces, the laws of form and position of parts, we gain a clear comprehension only by the aid of Mathematics. In the higher problems of classification, there is a field of metaphysical speculation, applied to no imaginary creations nor abstract terms, but to material forms. The delicate tests of Chemistry, and the almost magic power of Optics, are in constant requisition. Men have become naturalists, it is true, though they neglected other studies; but such of them as became distinguished succeeded in spite of their mistake; and in this respect they are no more to be followed by the student than the mistakes of Franklin's boyhood are to be copied because he became a statesman and philosopher.

There is no tiring amid the variety of the objects which Natural History presents, and they can not be exhausted. The land and water still abound in unstudied forms, and the scapel and microscope reveal new wonders in those that are old. They are generally beautiful in themselves, always beautiful in their relations, so that the mind is constantly relieved by new points of interest, and thus dwells upon them without weariness. They daily meet the eye, and invite us to review. Other studies may be forgotten because the books are closed and gathering dust on the shelves, but the flowers and the trees can not thus be put away. They press themselves upon the attention every day, and the insects and the birds will have a hearing. If the cold of winter drive them away for a season, they make up for the loss when they return in the spring, filling every tree and bush with their melody. Who ever heard of a naturalist forgetting or losing his interest in his studies? Those who have contented themselves with learning a catalogue of hard names, supposing this to be Natural History because it often passes for it, must expect to lose this, with most other knowledge held by memory alone. Men may name whole cabinets, and have no more claim to be called naturalists than a man who has simply learned a hundred words from a Greek Lexicon to be called a linguist. Such knowledge costs more than it is worth to keep it. The best thing that can be said of it is, that it seldom troubles its possessor long. But he who has once seen the true plan and relationship of natural objects is a Naturalist, though walking among animals and plants that have never yet received a name; and the knowledge of that plan and relationship can never be forgotten, but will be increased by every new object which meets his eye.

When the mind would mark the nice distinctions drawn by Nature, she must call to her aid every sense. She must read the cells in the bone and the glimmering lines of the scale—the veining of the leaf and the angle of the crystal. By being thus drafted to constant labor, the senses are so changed in degree that they seem almost new in kind. Distinctions are marked, threads of truth gathered up, which unpracticed senses can not perceive, nor minds untrained to like studies appreciate.

This accounts for the common undervaluing of the most important labors of the Naturalist. What need of blinding one's self in studying microscopic organisms and the mere impressions in the rocks? Because they are links in the chain—tints in the grand picture. As well might the linguist neglect the breathings and accents of his Greek

language, the astronomer his fractions of a second, as the naturalist these minute and seemingly useless objects. As well might men sneer at the painter for giving those fine touches that mark the works of masters, or at the sculptor, as his chisel brings out, by its fine cutting, the desired expression, as at the naturalist when studying these minute shadings on the great canvas of nature. It is by these intershadings alone that the parts are seen to form a harmonious whole, in the contemplation of which the mind is both delighted and truly educated.

In educating the mind, accuracy is one of the most desirable traits to be developed. Volumes have been written that are worthless for lack of this element. We feel no safety in consulting them. Fine intellectual powers have yielded no valuable results in the labors of a lifetime, because not directed by habits of accuracy in every undertaking. A mind that rests on suppositions is never to be trusted by others, and can never satisfy its possessor, if he have keenness enough to understand his own defect. We all feel the power of this in every pursuit. We wish to trust life and fortune with the accurate men. And if we would give to those whom we educate the highest mental culture, they must be taught to scan every relation, and mark the minutest bearing of every subject brought under their consideration. This may be a natural gift to a favored few, but to the majority of men it comes only by careful training. In every branch of study chosen for its educating power, this characteristic of securing accuracy in every mental process is considered of the highest importance. And from the whole range of study in the most liberal course, we challenge the selection of one that demands accuracy, and secures it more fully, than Natural History, as now studied. Look at the Botanist, as he marks every hair, and traces the joining of the tissues and the structure of the minutest organ. And in this respect the Zoölogist is wholly his equal. He studies thousands of microscopic forms—the wavy line of the scale, and the cell of the bone—the cells, and lines, and tissues of the egg, from the first crimson tinge of life, till every change has been completed. The power and accuracy which this gives are seen in the restored forms of vegetable and animal life from the scattered fragments in the rocks. This power and this habit, as a part of education, appear in every vocation of life.

Another requirement of a study is, that it shall give broad views, and make men liberal toward other pursuits. Accuracy is dearly bought if it narrows the mind, so that it can see no good in any thing beyond its own particular province. Natural History calls into

daily requisition almost all other departments of human knowledge. It does this in so marked a degree, that their true place can never be lost sight of, nor their value underrated.

In the grandeur of its results, Geology is, according to Sir John Herschel himself, second only to his own favorite study, Astronomy. Humboldt, whose range of knowledge is certainly equal to that of any man that ever lived, and knows well what studies are requisite to breadth and completeness of view, has placed the study of a humbler branch of Natural History on an equality with the sublime study of the heavens, for securing accuracy and intellectual power.

"The Astronomer," says he, "who by the aid of the heliometer, or a double-refracting prism, determines the diameter of planetary bodies, who measures patiently, year after year, the meridian altitude and the relative distances of stars, or who seeks a telescopic comet in a group of nebulae, does not feel more excited — *and this is the very guaranty of the precision of his labors* — than the botanist who counts the divisions of the calyx or the number of stamens in a flower, or examines the connected or the separate teeth of the peristoma surrounding the capsule of a moss. Yet the multiplied angular measurements on the one hand, and the detail of organic relations on the other, *alike* aid in preparing the way for the attainment of higher views of the laws of the universe."

It is with such views of the benefits of Natural History that we would have its study entered upon by the young. It may not bring money to them, but it will open new sources of pleasure. Nature will become an exhaustless volume, read with delight; and not simply a series of pictures which they can admire indeed, but only as children do their primers, without a thought of the story, or at least without the ability to read it. Thousands have admired the beauties of the moss covering the earth with an elastic carpet of green; but how is that beauty heightened to a Humboldt when he sees in the microscopic points in its nodding capsule a new note in the harmony of the universe!

Chadbourne's Lectures on Natural History.

PUT no dependence on genius. If you have talents, industry will improve them; if you have but moderate abilities, industry will supply their deficiency. Nothing is denied to well-directed labor; nothing worth having is obtained without it.

PROGRESSIVE DEVELOPMENT.

So far as I can see, in the course of instruction marked out for young persons, but little respect is paid to the progressive development of the human faculties. A certain amount of time is allotted to education, and the earlier the age within which this period is passed over the better; and the greater the number of studies that can be crowded into it the more satisfactory is supposed to be the result. If a pupil can be made to repeat the text-book correctly it is all that is demanded. Hence, we see in the courses of study for mere children subjects which can only be comprehended by the mind at the period of manhood. The result is unhappy. The pupil leaves school, as it is said, thoroughly educated, but utterly disgusted with the studies which he has pursued, and resolved hereafter never to look at them again — a resolution to which he frequently adheres with marvelous pertinacity. But this evil is confined to no grade of schools. It exists, if I mistake not, in our more advanced seminaries of learning. Many of our pupils are employed in studies which they can not understand, and in which, of course, they can find no pleasure. I know very well that I read Cicero's Orations ten years before I could understand an oration of Burke. I read Tacitus long before I could comprehend Hume; and Horace when I had no power of appreciating Burns. I had finished my course in rhetoric some years before I had any distinct conception of beauty of style; and long after I had gone through Stewart I should have been puzzled to distinguish between perception and conception. I presume that now we are doing better; but I should not be surprised if there were found many now studying the Greek tragedies who can see no beauty in Shakspeare, and poring over the 'Oration on the Crown' who would think it a task to read an oration of Webster.

I fear that it is from this cause that our pupils take so little interest in their studies. They come to them as to a task, glad when the task is intermitted, and happy when it ceases altogether. This should not be so. The use of the intellectual faculties is intended to be a source of happiness; and there must be some error where this result does not follow from the use of them.

DR. WAYLAND.

ARITHMETIC RUN MAD!

"WHAT an idea!" "Arithmetic *can not* run mad." You are mistaken, fellow teacher; Arithmetic *has* run mad; and it has bitten many a teacher, and perhaps the virus is now coursing your veins, and if it has not already produced foaming at the mouth it has exhibited itself in other no less unmistakable symptoms.

A dread of water is the usual accompaniment of madness. A desire to bite others is still another. Look around you and see the helpless little victims writhing in agony, with swollen arms and contracted brain, made so by your insatiate desire to infuse arithmetical madness into them.

How much time do you spend in a day with them in talking about the mighty river systems of the United States; the expansive lakes; of the waters that wash our coasts and bear our commerce round the world?

Ah, none. You are afraid, afraid of *water*! You have been bitten. Did you ever take your pupils across the Atlantic, through the straits of Gibraltar, up the Levant, through the Dardanelles and the Bosphoros into the Black Sea, to the Crimea? You dare not; you are afraid of water. You never have taught them the location of Paris, London, Venice, St. Petersburg, Amsterdam, and hundreds of other great and important maritime cities, because you are afraid of water.

◆ Is it your custom at the hour of recitation to have the outlines of the State or country under consideration drawn upon the blackboard, to be filled up by the class with the appropriate rivers, towns, mountains, etc.? Oh! the dread of water, water! How difficult it is for your scholars to mention the names of a dozen capes projecting into the sea, or the names and lengths of as many rivers, for fear of slipping off into their angry waters.

When the malaria is sweeping off its victims by the thousand, the skillful physician is not satisfied with the mere round of prescriptions for mitigating the pains of the distracted sufferers, but diligently seeks to ascertain and remove the causes. So let us inquire into the etiology of this strange mania.

In the first place, *authors* have become monomaniacal on the subject of Arithmetic. Men of little or no *literary* reputation, the natural powers of whose minds have been fed upon the limitless combinations of the nine dry, abstract digits, with all the juices and vital properties of virescent knowledge squeezed out, have sent forth to the world their labored abstractions and combinations in the form of Arithmetics. Instead of presenting the science in a simple, natural way, and there leaving it, it is generally expanded beyond its own sphere. It is made to burst its shell and assume a magnitude entirely disproportionate to itself. Ordinary examples sufficiently numerous and intricate fully to elucidate the subject are not enough; but conjured-up examples, interlaced with the principles embraced in the subject under consideration, and so intertwined with other principles previously considered as to assume a kaleidoscopic appearance, unlike any thing legitimately flowing from the subject, interlard every page.

Then comes a rule to show how these gordian knots are to be untied. First: The thread of a certain color must be taken first, and the right end of it. After unraveling awhile, this end must be dropped and the opposite end of another color must be untwisted. Then with a certain peculiar jerk and a retrograde movement upon certain other threads and colors, with a small degree of tension at times, followed by a little 'slack', the answer will become visible, which if read *backward* will be the real answer the author intended should be given! Then there is usually appended several observations and remarks, and, a few italicized foot-notes giving certain inferential reasons why, the rat *did not* eat the malt that lay in the house that Jack built.

This class of authors may be styled the MIGHTY ONES, skilled in showing how easily the 'twister doth untwist'.

There is another class, whose intellectual powers have not been so shriveled up, so completely mumified by dry, abstract reasoning, who, endeavoring to avoid the knotty examples and dry detail of the former class, have given fewer and simpler examples, but at the same time manifest as marked and distinct characteristics of arithmetical hallucination as do the '*mighty twisters*'. For their books are filled with explanations and rules and illustrations *ad nauseam*. There is no principle, however simple but receives comment. Principles are simplified, trifles

are amplified. Shades of apparent differences are treated of as if real, and are deemed worthy of a special rule. Indeed the entire book is filled with what may be appropriately though inelegantly called '*gab*'. With this pabulum the scholar is to be 'crammed'. The more he takes, the faster it is supposed he will grow. As the process goes on, the digestive powers of the mind become enfeebled, because not exercised; and the result is an intellectual dyspepsia.

These books are simply guide-books. They point out the way, and the scholar follows, not knowing where or why he is going. He is taken up heights and carried over mountains; and is let down so easily upon the other side that he imagines the entire distance is perfectly level.

The favor with which these books have been received has stimulated their production. A perfect mania for becoming an author has seized the aspirant for fame. It requires not the title of *professor*, affixed to the name of our author, to give celebrity to an arithmetic. A mere tyro in mathematical knowledge, conscious of his ability to arrange and combine the nine little digits into all the manifold forms which the laws of permutation will allow, with as much ease and dexterity as the sailor boxes the compass, or as the gambler shuffles his cards, can send out to the world the embryonic productions of his brain, christened with the sobriquet of COMMON SCHOOL ARITHMETIC! Scores of such productions are flooding the country; and by the array of long lists of names recommending them, and by the onset of rabid, suppliant agents (for they have been bitten) and by the importunate solicitations of teachers, they find ready access to our schools.

And now commences the new method of teaching the science and power of numbers. In the first place *mental* arithmetic is entirely ignored. *Written* arithmetic, as it is called, is regarded as the talismanic wand of the scholar. There is no problem so difficult, no mathematical subject so abstruse, no process of investigation so profound, but that they may be resolved and elucidated by its magic touch. The 'royal road to learning' has at last been discovered, the opinion of Archimedes to the contrary notwithstanding, and 'Eureka' chorused by both teachers and scholars. This strange arithmetical mania now exhibits itself in significant developments.

Colburn, the great intellectual discipliner, which has let in such a flood of light upon the whole field of education; and which has snatched the tongueless digit from its solitude and given it form and life and *speech*, is laid on the shelf, by a vast majority of our teachers, as being 'too difficult and tedious'.

Geography, too, in multitudes of our schools receives little or no attention. Spelling is almost entirely overlooked. The whole time and attention of the scholar is occupied in committing rules and working out with pencil and chalk the examples in written arithmetic. The powers of the mind are not brought into requisition at all. He becomes a mere automaton. With his slate and pencil, and one of those emasculated arithmetics, he passes his hours away, a machine grinding out answers. If perchance his answer should happen to vary a figure or two from the answer in the book, he is thrown into the greatest perturbation. He knows not how to correct his own errors, nor the errors of the book.

The teachers, who have become arithmetical monomaniacs, press on their scholars with infuriated zeal. With them, *written* arithmetic stands first in the order of education. It is the beginning and end of all education. Their scholars are pushed on page after page, without the exercise of a single reflective power of the mind. The extent of their arithmetical knowledge is measured by the number of pages gone over, rather than by the number of thoughts bestowed. And what, I ask, is the result of this crowding process, or, as it may be called with good reason, this '*cramming*' process? It may be summed up in few words. Pupils know next to nothing of what they have been over. The reflective, reasoning powers of the mind have lain dormant. Their knowledge resides entirely in the arm and fingers, instead of the head where it should. The multiplication-table is the only thing they know certain. An example in division, with a long divisor, throws them from their feet. Examples in addition are performed by *counting*. A simple example in denominate numbers drives them to their wits' end. But give them an example in interest, or cube root, or arithmetical progression, if they have not *forgotten* how, they will do it with a rush!

These are not the only results. Saying nothing of the injury done to the scholar in enfeebling, instead of vitalizing his facul-

ties, this method awakens a prejudice against the efficiency of the whole system of education. Many of the citizens of our State, although not familiar with the internal workings of our present system, yet see just enough to lead to the belief that all is not right — that there is something wrong. Exactly where the fault lies they may not be able to state, nor in what particular thing it consists; but when the parent finds his children can not spell; that they are deficient in geography, and that they can not add correctly the columns of his ledger, or perform the common examples constantly occurring in his everyday business with any degree of accuracy, after having been a constant attendant at school for a protracted time, and especially after having gone through his Arithmetic '*half a dozen times*'—he is led to the conclusion that our teaching is not *practical*; that with all the advantages of *new buildings*, and *teachers educated by the State*, and *graded classes*, and *new books*, and *new methods and institutes*, etc. etc., there still lies concealed considerable '*humbugging*'.

That these objections are chargeable to our method of teaching; and that diluted arithmetic is mounted as a hobby by scores if not hundreds of our teachers, and crammed down their scholars at the expense of geography and spelling and *mental arithmetic*, there can be but little doubt. In looking over the late reports of the Board of Education in our own city,* allusion is made to these defects in teaching. A late report says that "Geography is much neglected—in one district, with nearly one hundred in attendance, not a single one was found in the large geography, and only eighteen in the primary." In another report the following language is held: "We deprecate the course of instruction in the schools, both city and country, in bestowing almost *exclusively* on *arithmetic* so much attention, encouraging mere *calculation* and neglecting the POWER OF REASONING." In another report it says: "That there was but *one* school in our city where mental arithmetic received comparatively any attention."

A neighboring city has recently been aroused at the alarming neglect and indifference in regard to teaching spelling; and a thorough revision has taken place in all the branches taught, and the branch of spelling is made to stand out prominently as

* New London.

one of the chief studies. Now the reason for this state of things is clearly intimated in these reports. It is, that the important, fundamental branches, such as reading, geography, mental arithmetic, and spelling, are sacrificed to this morbid desire to teach *manipulated* arithmetic. This mania is by no means local. It exists in other States than Connecticut. But wherever it prevails—in what school soever it appears as endemic, there it leaves it blighting, withering track. There is no remedy for it, but to go back to first principles. The remedies usually sought and applied only aggravate the disease.

At the meetings of the teachers of our city during the past winter, no question excited more interest and awakened more discussion and elicited more thought than the one in relation to the elevation and improvement of our grammar schools. Every teacher admitted and deplored their inefficiency; but where the difficulty lay, or how they could be elevated, was the great inquiry. One thought the only way to raise them from their present condition was 'by the introduction of a higher class of studies'—'that Colburn should not be taught, as being too difficult and unintelligible'. Another thought that before entering the high schools, the scholars should be perfect masters of the whole of arithmetic'—'that it should not be taught at all in the high schools'; another thought, that 'as arithmetic could be taught better and at a less expense in the grammar schools, it should be entirely confined to them', etc., etc. The great panacea was more arithmetic—*more arithmetic!!* Ah, this remedy but aggravates the disease. How unphilosophical to attempt to restore the recuperative powers of the system enfeebled and debilitated, by presenting the appetizing dish, and catering to the engorged appetites of the glutton. The only true way to give life and vigor and efficiency to any and every school of the State is, to teach *thoroughly, methodically, and PERSEVERINGLY*, the studies properly belonging to a fundamental education.

The increase of studies never can obviate the difficulty. The introduction of higher branches is still more prejudicial. The engulfing of the whole of arithmetic, roots, progressions, rules, observations, foot-notes and all, would never raise the standing of any school.

There is one, and only one remedy. Restore the branches that have gone into disuse, through neglect, to their proper place and dignity. Attach a greater importance to the drawing-out—the educatory process, as the word education implies—of the powers of the mind, and

less to the submerging and stifling of them by meaningless and useless verbiage.

Abandon the absurd, irrational method of teaching this *ephemeral*, for *scientific arithmetic*. There is no science in it. Taught in this way it no more constitutes scientific arithmetic, than the looking through the telescope at the stars constitutes the science of Astronomy:—or the performing of experiments in philosophy or chemistry constitutes the science of either of them.

A teacher may just as well procure a few acids and alkalies, a test-glass and crucible, and perform a few pleasing experiments before his scholars, and then proclaim them educated and thoroughly grounded in the science of chemistry, as to call such arithmetical manipulations *arithmetic*. With the spatula and scales he may weigh and mix medicines, and swallow a box of pills and wear a plaster upon his back, and then say 'I am an educated physician', as to call mechanical arithmetic *scientific*. In fact written arithmetic is no more nor less than *experimental arithmetic*. From its nature it *follows*, never *precedes*, the study of scientific arithmetic. This mania to teach it has reversed its order. And the cause of all this difficulty has arisen from the vain attempt to substitute a sequence for a principle. The mistaken and misguided teacher has undertaken the fruitless task to reverse the laws of mental development. But they can not be reversed. Apparent success may accompany his efforts for a time; but the laws of mental progress must and will triumph.

Conn. Com. School Journal, Sept. 1860.

ORTHOEPY AND ORTHOEPISTS.

THE pronunciation of the English language, like that of all living languages, is in a great measure arbitrary. It is exposed to the caprices of fashion and taste. It is liable to change from one age to another; and it varies, more or less, not only in the different and distantly separated countries in which it is spoken, but also in the different divisions and districts of the same country. No two speakers or orthoepists, though inhabitants of the same place, would be likely to agree in the pronunciation of all its words. The standard of pronunciation is not the authority of any dictionary, or of any orthoepist; but it is the present usage of literary and well-bred society.

The question may be asked, Where is this standard to be sought, or this usage be ascertained? To this it may be answered that London is the great metropolis of English Literature, and that it has an incomparably greater influence than any other city in giving law, in relation to style and pronunciation, to the many millions who write and speak the language. The English orthoepists naturally refer to the usage of the best society in London as their principal standard; but the usage of good society in that city is not uniform, and no two orthoepists would perfectly agree with each other in attempting to exhibit it.

It may be further asked, How far is it proper for the people of the United States to be guided, in their pronunciation, by the usage of London? To this it may be answered, that it is advisable for American writers and speakers to conform substantially to the best modes wherever they may be found; and so long as London holds its rank as the great metropolis of literature of the English Language, so long it must have a permanent influence with respect to writing and speaking it. If the influence of the usage of London were discarded, where should we seek for a usage that would be generally acknowledged as entitled to higher authority? There is no one city in the United States which holds a corresponding rank as a centre of intelligence and fashion — no one which is the central and undisputed metropolis of Anglo-American literature as London is of English literature.

Pronunciation in the United States is, indeed, now substantially conformed to the usage of London. The works of some of the English orthoepists, who have regarded the usage of London as their standard, have been as generally credited and used in this country as they have been in England; and there is, undoubtedly a more general conformity to London usage in pronunciation throughout the United States than there is throughout Great Britain.

Although it is not to be questioned, that, with respect to the many millions who speak the English language, the usage of London is entitled to far more weight than that of any other city, yet this is not the only thing to be observed. The usage of the best society in the place or district in which one resides is not to be disregarded. If our pronunciation is agreeable to the analogy of the language and conformed to the practice of the best society with which we have intercourse, we may have no sufficient reason to change it, though it should deviate, more or less, from the existing usage of London. A proper pro-

nunciation is, indeed, a desirable accomplishment, and is indicative of a correct taste and a good education; still it ought to be remembered that in speaking, as in manners, he who is the most precise is often the least pleasing, and that rusticity is more excusable than affectation.

"For pronunciation," says Dr. Johnson, "the best general rule is to consider those as the most elegant speakers who deviate least from the written words." There are many words of which the pronunciation in England is, at present, better conformed to the spelling than it was formerly; and the principle of conformity of the manner of writing to that of speaking the language has been carried somewhat farther in the United States than in England. This is a principle which seems worthy of being encouraged, rather than checked. With respect to the want of conformity of the pronunciation of words to their orthography, Smart says, "Fortunately the number of those anomalies is daily decreasing, so that many words which in Walker's Dictionary are marked as having a customary irregular pronunciation appear in this with their regular sounds, and yet with usage in their favor."

Much ingenuity and labor have been employed by various orthoepists in their efforts to settle the pronunciation of the language; and different systems of notation for designating the sounds of the letters have been adopted. But it has been found difficult to form such a system as will correctly represent all the various sounds of the letters, and not be liable to mistake; and if such a system were formed, it would be a difficult and delicate matter to make a correct application of it to all cases. The language, as it respects pronunciation, has many irregularities, which can not be subjected to any general rules; and with regard to the pronunciation of particular words, the instances are numerous in relation to which there is a disagreement among the best orthoepists.

Worcester's Quarto Dictionary, p. xxii.

VALUE OF PHYSIOLOGICAL KNOWLEDGE.—Every person should be acquainted with the organization, structure, and functions of his own body—the house in which he lives. He should know the conditions of health, and the causes of the numerous diseases that the flesh is heir to, in order to avoid them, prolong his life, and multiply his means of usefulness. If these things are not otherwise learned, they should be taught—the elements of them, at least—in our primary schools.

CIRCULAR TO SCHOOL OFFICERS.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 Springfield, Illinois, October, 1860. }

THE attention of the school officers concerned is respectfully invited to the following errors and classes of errors in the Reports for the school year ending October 1, 1859. These errors are printed out now, in order that they may be avoided, if possible, in the returns for the current year. The first and largest class of errors consists in a *discrepancy between aggregates and the several items which make up those aggregates*. In other words, the different statements are inconsistent with each other: the accounts *do not balance*.

Thus, take the following questions from the blanks:

1. "Whole number of Schools."
2. "Schools taught exclusively by male teachers."
3. "Schools taught exclusively by female teachers."
4. "Schools taught by male and female teachers at same time."
5. "Schools taught by male and female teachers at different times."

In a report now before me the above questions are answered as follows:

1. Whole number of schools	29
2. Taught by males	10
3. " " females	10
4. " " both at same time	10
5. " " " different times	10
	<hr/>
	40 29

To be correct, the aggregate of Nos. 2 and 3, 4 and 5, must of course agree with No. 1. The reports from *forty-eight counties* are incorrect in this particular. This error *originates* with the *Township Treasurers*. If their returns to the Commissioners are erroneous, the error will be continued in the footings of the latter.

Again, one report gives,

6. Whole number of scholars	725
7. " " " males	425
8. " " " females	481
	<hr/>
	906 725

To be correct, the aggregate of Nos. 7 and 8 must be equal to No. 6. The reports from *forty-seven counties* are inaccurate in this respect. Again:

16. "Average number of months schools have been kept."

Under this head, in many reports, the astounding fact is communicated that schools have been kept open an average of *thirteen, fifteen, and even twenty-one months in the year!* The mode of finding the answer to this question is thus given in my circular of last October:

"Find, from the schedules, the number of months each school has been kept; add these several numbers, and divide the amount by the whole number of schools in the township—keeping in mind the true meaning of the word 'school', as already explained. Thus: District A. has had a school 8 months; District B. 9 months; District C. 10 months—amount, 27 months—divide by 3, the number of schools, and the result, 9, is the *average* required."

It is difficult to see how such a mistake could occur in the face of such plain instructions. Instead of proceeding as above, the Treasurers evidently *added* the number of months reported from the several schools, and set down the *aggregates*; resulting, of course, in absurdity.

In other instances, the error is of an opposite character. In one county, for example, where the Commissioner should have reported a county average of *six months*, he has in fact reported but *two months*, etc. The reports from *thirteen counties* are incorrect in these particulars. Again:

19 and 20. "Number of private schools and scholars."

In some reports the number of *schools* is given, but the number of scholars omitted; in others, the number of *scholars* is given, but the number of schools omitted. The reports from a large number of counties are incomplete in these items. Again:

Question 23. "Number of acres of school land sold during the year."

Although the fact was stated in the most pointed manner, that only the sales of *the last school year* were to be returned under this head, yet many of the reports before me give the whole number of acres sold since the organization of the township! Again:

Question 31. "Principal of the Township Fund."

Under this head, in several instances, the Treasurers have included the *State Fund* received from the Commissioners. Again:

Questions 25 to 28. "Highest and lowest monthly wages paid to male and female teachers."

All that is required here is to select the highest or lowest monthly wages reported by the Treasurers and place it at the bottom of the proper column. Instead of this, the columns are, in many instances, simply *added*, and the *aggregate* placed at the foot of the column. In one case, where the highest monthly wages reported by the Treasurers is *sixty dollars*, the Commissioner, instead of selecting *that* as

the proper answer to the question, has *footed up* the *whole column*, and surprised the teachers of the State by reporting *seven hundred dollars* as the highest monthly wages in his county! A perfect 'El Dorado' for teachers! In other instances, although the columns are not *footed*, yet neither the *highest* nor *lowest*, but some other number is taken. The reports from *twenty-two counties* are incorrect in these particulars. Again:

Questions 29 and 30. "Average monthly wages paid to male and female teachers."

The following plain directions were issued to Township Treasurers:

"Add the monthly wages paid to each teacher, and divide the amount by the number of teachers; the result will be the monthly average.

"Thus: A. receives \$20 per month; B. \$30; and C. \$40 — amount \$90 — divide by 3, the number of teachers, and the result, \$30, is the average per month.

"A separate calculation must of course be made for male and female teachers."

And the following to Commissioners:

"Simply add the columns, and divide by the number of townships — the result will be the *county averages*.

Notwithstanding these hints, in several instances the *aggregates* of the wages paid to the several teachers in the townships are reported by the Treasurers as the *township averages*, while the columns of town averages are *footed up* by the Commissioners, and the amounts set down as *county averages*!

Thus: One report reveals the amazing fact that the *average monthly* compensation paid to teachers in that county is one thousand dollars!

In other instances, the *yearly salaries* are given, instead of the *average monthly* wages; while in many other cases no averages at all are given or attempted.

Sixteen reports are utterly wrong in these particulars.

Again: In some instances the amount of the *township fund* is given for amount of *county fund*.

Thus: One Commissioner reports fifty thousand dollars of county fund in a county which really has *no fund at all* of that description. Not apprehending the nature of the question, he supposed that the aggregate of the column headed 'Principal of Township Fund' would of course be the county fund, and so he footed the column and reported accordingly.

Again: The reason assigned, in some instances, why no 'fines', etc., are reported under the 82d Section of the Act, is, that the provisions of that section do not apply to those counties! — the *county courts* having otherwise disposed of said 'fines, forfeitures,' etc. It is

hardly necessary to say that it is not competent for a county court to set aside the provisions of an Act of the Legislature.

Finally: The reports from fifteen counties are not footed at all, those from twenty-five others are only partly footed. From only *four counties* in the State are they *complete* and perfectly accurate in all respects.

Not doubting that these suggestions will be received in the same kind and friendly spirit in which they are offered, and that school officers will avail themselves of whatever aid these hints may afford in making up their reports for the present year, I again request prompt and accurate returns.

TOWNSHIP FUND — ITS ORIGIN, APPLICATION, AND CONTROL.

The following case involves principles of such importance as to justify a more thorough and extended examination than has ordinarily been deemed expedient in questions submitted to this Department.

The facts are as follows:

"In 1848 the sixteenth section in township 28, 1 east, was sold by the School Commissioner; the sale amounting to \$22,000. In 1854 the sixteenth section in town 28, 1 west, was sold also, the sale amounting to \$6,000. The City of Galena lies within these two townships, embracing a part of each. About the time of the first sale the City of Galena, as provided for in charter, was placed under a school organization of her own, similar to that prevailing in Chicago, Peoria, and other cities of the State. At the same time there were three or four school-districts organized outside of the city limits. The moneys arising from these two sales were placed in the hands of the Township Treasurers, and held for the benefit and use of these districts. The citizens of Galena living in the same townships have never received any portion of this fund. The school-schedules, as required by law, have been returned to the Township Treasurers, from time to time, but they have invariably refused to give us our distributive portion. Suit was brought by us to get possession of the books and papers, but the court decided that we had no right to vote for school purposes outside of our city limits.

"Thus the matter stands; we are deriving no benefit from this fund, which we think should be divided equally to all inhabitants of the township. Section 32 of our original City Charter, we think, gives us the right to receive our proportion. Are we right in this opinion?"

This is an important question: Whether the people of Galena, under a special charter, are entitled to any share in the proceeds of the township fund. The amount of this fund is considerable. In one town, \$16,230.34; in the other, something less, \$6,560.30. And the interest for these two amounts during the year ending October 1, 1859, as appears from the Treasurer's Report, was \$1,512.59. But apart

from this mere question of dollars and cents, in this particular instance, the question is important. It already exists in other cases; and if there is to be special legislation in the future, it may be material on this account, as well as on others, to know what are the rights of townships in reference to the funds arising from the Sixteenth Section.

The proposition to cede the Sixteenth Section to the several townships for school purposes was made to the people of Illinois by Congress. We find it in the 'Act to enable the people of Illinois Territory to form a Constitution and State Government', and for its admission into the Union. Section 6 of that Act provides that four propositions be offered to the Convention of Illinois. If accepted by that Convention, they were to be obligatory upon the United States and Illinois. The very first of these propositions is: "The Section numbered Sixteen, in every township, and when such Section has been sold or otherwise disposed of, other lands equivalent thereto, and as contiguous as may be, shall be granted to the State, *for the use of the inhabitants of such township*, for the use of schools." This was April 18, 1818. *Vide R.S., 1858, 43.*

These four propositions were offered upon the condition: That every tract of land sold by the United States, after January 1, 1819, should be exempt from taxation for five years after the day of sale. *Vide R.S., 1858, 43.*

A convention of the delegates of the people of Illinois Territory met in 1818. On the 26th of August they drew up a document reciting these propositions. The first sentence of the closing paragraph is: "Therefore this Convention, on behalf of and by the authority of the people of the State, do accept of the foregoing propositions." This was done at Kaskaskia, and Hon. Jesse B. Thomas was President of the Convention. *Vide R.S., 1858, 45.* *

This acceptance was ratified by Congress in the Act of December 3, 1818, and thereby made irrevocable. *Vide R.S., 1858, 57.*

The right of the people of the township to the Sixteenth Section, for the use of schools, is therefore in the nature of a *vested right*. For it a consideration has been given: exemption from taxation of lands sold by the United States for five years. That tax can not now be collected. It might have been collected, placed at interest, and the interest devoted to school purposes. But that time has gone by. *Now no power*, save by the consent of the inhabitants of a township, can take from them that right.

A familiar example of a vested right is the taking of a note drawing ten per cent. interest. That is now the law. Any man has a right to take such a note. Suppose you take such a note to-day. To-morrow the Legislature makes it illegal to receive more than six per cent. But can your right to ten per cent. on your note be taken away? By no means.

Or, take the case of a foreigner. He complies with the law in all its particulars, and thereby acquires the rights of a citizen. The moment he has them, they become 'vested rights', and neither the Legislature nor Congress can take them away. He is a citizen, and must remain so until, by his *own act*, he forfeits his right as such.

But this is not the only reason. The act of the Convention of Illinois accepting these propositions from Congress was adopted the same day with the old State Constitution. Framed by the same body, at the same time, it is thus virtually a part of the Constitution.

Thus, if the Legislature did attempt in the Charter of the City of Galena to take from those of the inhabitants of the two towns who reside within the city limits their portion of township fund arising from the sale of the Sixteenth Section, that attempt was unconstitutional and void. Did the Legislature make such an attempt?

The original charter of the City of Galena was granted in 1839. By Section 32 the City Council are made Trustees of Schools in the city. They have authority to establish, maintain and regulate such schools as they may think proper and expedient. Then follows this passage: "And all money arising from any fund for the support of schools, or for educational purposes, either from the Government of the United States or from the State of Illinois, and to which the inhabitants of Galena may now or hereafter be entitled, shall be paid to the Treasurer of the City of Galena, to be expended by said City Council for the purposes of education within the limits of said city, and for no other purpose." *Vide* Laws, 1839, 33, Sec. 32.

So far from attempting to take from the inhabitants of Galena, as such, any rights to school-money to which they were or would have been entitled as inhabitants of a township, it clearly appears to have been the intention of the Legislature to guard against any infringements of that kind. Observe with what care this is done:

"And *all* money, arising from *any* fund for the support of schools, or for educational purposes, . . . shall be paid to the Treasurer of the City of Galena." But, as if this very question had been foreseen, these words are in the foregoing sentence: "either from the

Government of the United States or from the State of Illinois." The Sixteenth Section was really a gift from the United States, and care was taken specially to include it.

Now, it is not denied that the management of this fund is in the hands of the Legislature. They may specify the officers in whose hands it shall be placed. They may arrange the details of its distribution. But the rights of the inhabitants of a township to the township fund, for the use of schools, is a right the Legislature did not give and can not take away.

Evidently, this was understood by the Legislature of 1839, for the Charter of Galena is perfectly in harmony with this view. No attempt is made to abridge the rights of the inhabitants — they are carefully protected.

It is made the duty of Township Trustees to lay off the town into districts. This they are to do, not of their own suggestion, but to suit the wishes and convenience of a majority of the inhabitants of their townships. *School-Law*, 1859, Sec. 33.

What the Legislature may do directly they may, of course, do indirectly. Therefore, it is perfectly competent for the Legislature to divide a township into districts; or, what is the same thing, to erect any part of a township into a district. This appears to have been the case with Galena. It lay in two different townships, and was erected into a district by itself.

Township Trustees are instructed to distribute the State, county and *township funds* in a particular manner. After expenses, one-half shall be divided among the districts in proportion to the number of children under twenty-one in each, and the other half in proportion to the attendance certified in the schedules. *Vide Laws*, 1859, Sec. 34.

The Charter of the City of Galena was so amended in 1852 that the City Council, originally made Trustees of Schools within and for the city, were authorized to levy and collect a tax not exceeding five mills on a dollar, "on all real and personal estate taxable in said city, to meet the expenses of purchasing grounds for school-houses, and building and repairing school-houses, and supporting and maintaining schools." *Vide Laws*, 1852, 78. This tax is to be 'levied and collected in the same manner and under the same regulations that other city taxes are collected'. *Id.* 80.

The *Trustees* of Schools in the City of Galena are, in fact, clothed with the powers and authorized to exercise the functions of *Directors*. That such was the intention of the Legislature may be seen from the

way in which their duties are prescribed. Trustees of Schools for a township are no where authorized to levy a tax. Their duties are far different. They are to 'transact the business of the township'; 'distribute State, county and township funds'; 'make report to County Commissioners'; 'receive any gift or donation made for the use of schools', or to purchase real estate for the use of the inhabitants of said township for 'school purposes'; but not a word about levying a tax. That is the peculiar duty of *Directors*. The law is explicit:

"For the purpose of establishing and supporting free schools for six months, and defraying all the expenses of the same of every description; for the purpose of repairing and improving school-houses; of procuring furniture, fuel, libraries, and apparatus; and for all other necessary and incidental expenses, the *directors* of each district shall be authorized to levy a tax, annually, upon all the taxable property of the district." *Law of 1859, Sec. 43.*

Calling them trustees, if their duties are those of directors, will not make them trustees. What follows? Simply this: that the City of Galena is entitled, like any other school-district, to her proportion of the township fund in towns 28 N. 1 E., and 28 N. 1 W., to be apportioned half on population and half on schedule. And if the Trustees of Schools in those two townships have not heretofore done this, they have omitted a very clear duty.

If a public officer refuses to perform his duty, there is a remedy. That would be a lame system of jurisprudence which should omit to provide such a one. The remedy — simple, and yet entirely adequate — is by writ of *mandamus*.

Circuit Courts have power to issue this writ. *Vide R. S., 1858.* Or it may come from the Supreme Court. *Vide Id. 615, and Const. Art. 5, Sec. 5.* This is a writ directed to any person, corporation, etc., requiring them to do some act therein specified, which appertains to their office and duty. It issues in all cases where the party hath a right to have any thing done, and hath no other specific means of compelling its performance. *Vide 3 Bl. Com. 110.*

If the Circuit Court fail to make such a decision as the law seems to require, an appeal may be prosecuted to the Supreme Court. *Vide R. S., 1858, 225.*

Upon a case so clear as this, there is probably no difference of opinion among legal men. The writ of *mandamus* would undoubtedly be allowed upon a proper showing.

NEWTON BATEMAN, Sup't Public Instruction.

M A T H E M A T I C A L .

SOLUTION OF PROBLEM I IN AUGUST NUMBER.—

Question.—Given $\frac{1}{x} - \frac{1}{y} = \frac{1}{20}$; [1] $\frac{1}{x} - \frac{1}{z} = \frac{1}{12}$; [2] $\frac{1}{y} - \frac{1}{z} = -\frac{1}{7\frac{1}{2}}$; [3] to find the values of x , y , and z .

Solution.—Combining Eqs. [1] and [2], we have $\frac{1}{z} - \frac{1}{y} = -\frac{1}{30}$ [4]. Also, combining [3] and [4], we get $\frac{1}{z} = \frac{1}{6}$, or, $z=6$. $\therefore x=4$, and $y=5$.

PUPILLUS finds negative values for x , y and z , respectively -60 , -15 , and -10 .

No solution has been received to Prob. II in Aug. No., page 303.

We have studied to vary the 'Mathematical' to suit every class of mathematical readers in the State; yet we are obliged to say that but comparatively few have, as yet, been pleased to turn their minds to this department of the *Teacher*. It is desired that solutions and answers accompany all questions for insertion.

In the absence of a solution to the question last referred to, our 'Mathematical Assistant' furnishes the following brief solution:

Question.—An ivory ball weighing a pounds, and moving with a velocity of b feet per second, comes in contact with a similar ball weighing c pounds, and moving d feet per second. What will be the velocity of each after impact when moving in the same direction, and also when they are moving in opposite directions?

Solution.—(I.) Let us suppose the bodies to move in the same direction, and putting v =the velocity of the impinging body after impact, we have, by the principles of Philosophy and Mechanics, the following equations: $v=(1+e)\frac{ab+cd}{a+c}-eb$, in which e =the coefficient of elasticity, which is for ivory about 0.85. Again: Put v' =the velocity of the other body after impact; then $v'=(1+e)\frac{ab+cd}{a+c}-ed$.

(II.) We shall now consider the balls to move in opposite directions to meet, in which case the velocity of one of the impinging bodies becomes negative, and we have $v=(1+e)\frac{ab-cd}{a+c}-eb$, and $v'=(1+e)\frac{ab-cd}{a+c}+ed$: the velocities as required.

PROBLEMS.—I. Two men, A and B, agree to do a piece of work in 12 days; but after 6 days' work, finding that they shall be unable to complete it, they call in C; and the three working together complete it in the remaining 6 days. Now A and C working together can do it in 14 days, and B and C can do it in 11 days: required, the time it can be done by them all working together, and by each one working singly.

H. B. S.

II. Given, $3x + 2y + 3z = 10$; $2x - 2y + 4z = 15$; $x + y - z = 2\frac{1}{2}$; to find the values of x , y , and z .

PUPILLUS.

III. Determine the area of the maximum triangle contained by two radii and the chord of an arc of a circle whose diameter is 100.

TYRO.

[NOTE BY THE PUBLISHER.—The solution to Prob. I in March number (page 106), sent for insertion this month, is unavoidably deferred, on account of delay in preparing out of diagram to accompany the solution. It will be given next month.]

QUICK ON THE TRIGGER.—“You will please observe,” said old Mr. Lambwell, as he led us through his school the other day, “that the boys are required to observe the utmost attention to quietness as well as to discipline.”

We had at this moment arrived in front of several boys standing around a water-bucket, and one had just charged his mouth with the contents of the cup, while the old gentleman was stooping over to recover his pen from the floor, when another, passing along behind, snapped his fingers quick under the drinker's ear and caused him on a sudden to eject the contents of his mouth over the pedagogue's bald pate. Standing upright, with his face and hair dripping, the master shouted,

“Who done that?”

The party unanimously cried out: “Jim Gun, sir.”

“James Gun, what did you do that for?”

Jim, appalled at the mischief he had done, muttered that it was not his fault—that Tom Owen *snaapt* him.

This changed the direction of old Lambwell's wrath, and shaking his cane portentously over Owen's head, he asked:

“Did you snap Gun?”

The culprit, trembling with fear, muttered:

“Yes, sir, I *snaapt* Gun—but I did n't know that he was loaded.”

Exchange.

EDITOR'S TABLE.

OUR EXCHANGES IN ILLINOIS, being almost entirely political papers, are filled just now mainly with the wordy war of the parties, and we find few educational items or articles in them. By some editors the educational interests of the State and of their own regions are however not forgotten even now: some papers have regularly educational columns, perhaps under the care of a teacher or friend of the cause, perhaps cared for by the editor himself; while we have looked over the columns of others now these nine months without being able to find a hint that they recognize any such interest as that of public instruction, except, perhaps we should say, the name of Bateman or of Roe as a party candidate. Are we not justified in supposing that in the places where these papers are published the free-school system is as yet of feeble influence?

To many of the editors of Illinois we owe thanks for their kind notices of the *Teacher*. We shall strive still more to deserve them. To those who have not thought us worthy even a line we will also return thanks, since we have perpetually before us an incitement to greater effort, that we may yet obtain even their attention and approval. If any have said harsh or even unjust things of us, shall we not thank them too for their suggestions?

THE NEXT STATE TEACHERS' ASSOCIATION.—MESSRS. Clark and Springstead favor us with notes saying that the place for the next meeting of the State Teachers' Association is not yet determined, but soon will be settled; and that they expect to furnish us a programme for the next number of the *Teacher*.

THE STATE SUPERINTENDENT has claimed more than usual room in our pages this month, with matter important to school officers. His regular contributions to our pages are but one of many evidences that we have of his assiduous attention to the work of his office, and of his zeal for the cause beyond mere official duties. We see that his labors are appreciated by the teachers of Illinois, and expect that they will not forget him in the contests of partisan politics. If you know a *better* man for the place, get him into it as soon as may be; if not, forget not a faithful officer.

CORRECTIONS.—In the September *Teacher*, on page 332, in Example 1, the unit figure of the lowest line should be 0, not 1: an error occurring in the manuscript. On page 327 in the 12th line from the bottom, 'object modified by an adverb' should be 'adjective modified by an adverb'. On page 344, near the end of the first paragraph, is an omission which can be easily detected and allowed for, or the reader may insert after 'V1133', '=X168'.

NATIONAL ASSOCIATION.—The third annual meeting of the National Teachers' Association was held in Buffalo during the second week of August, beginning its sessions on Wednesday afternoon. There was a large attendance. The aims and objects of the association were presented in the opening address by the President, Mr. J. W. Bulkley, of Brooklyn.

Prof. North, of Hamilton College, N. Y., gave an address on the scholarship of Shakspeare; Mr. A. G. Chester read a poem descriptive of the false gods and their worshipers in this Christian age.

On Thursday several communications from educators who could not be present were read; afterward the question of 'Oral Instruction and the use of Text-Books' was discussed by the Convention—Messrs. Charles Ansorge, Boston, Stowits, of New York, Sawyer, of Charleston, S. C., Northrup and Stone, of Mass., Greenleaf, of Brooklyn, Webster, of Rochester, and J. N. McJilton, of Baltimore, giving pertinent remarks as the results of their experience. It was thought oral instruction should accompany the use of books, and that clear and intelligible definitions were very important. Prof. R. Edwards, of St. Louis, next gave a lecture on 'Our Professional Ancestry', which evinced much research in its analysis of the systems of instruction from remote antiquity to the times of Pestalozzi, Arnold, Gallaudet, and Horace Mann. The subject of 'Means for Adult Education' was next discussed—Messrs. Sheldon, of Mass., Thompson, of New York, and H. K. Oliver, of Lawrence, Mass., giving their favorable impressions of evening free schools.

Mr. W. H. Wells, of Chicago, delivered a lecture—'The Philosophy of Education'. He said the first and most important thing to be secured is attention, and the teacher's success in securing attention is the true test of his power; good habits, method, and a proper length of time for recitations, were also considered as important.

Appropriate remarks with reference to the decease of the late Paul Farnum, whose generosity has connected his name with the school system of New Jersey, were made by Prof. Phelps, of Trenton, and Mr. Oliver. It was here stated that a gentleman of Buffalo had made a donation of \$20,000 for a Normal School in that city. Officers for the ensuing year were chosen; Mr. John D. Philbrick, of Boston, is President, and Mr. J. Cruikshank, of Albany, is Secretary. Professor Youmans, of New York, next lectured on the subject 'The Study of Matter and the Progress of Man'.

On Friday Mr. J. Kneeland, of Mass., gave a practical address on 'The Teacher and his Work'. Dr. J. W. Hoyt, of Wisconsin, lectured on 'Special Educational Needs of the American People'. Mr. Stone, of Ill., read a paper on 'School Reports and School Statistics', by Mr. C. S. Pennell, of St. Louis. In the evening a spirited discussion on the subject of physical education took place, which was followed by a lecture from Mr. McJilton, of Baltimore, on the 'National Importance of the Teacher's Calling'. At a late hour were read reports of the progress of education from the several States, which were attentively listened to.

On Friday and Saturday tickets were obtained at reduced rates, and many teachers visited Niagara Falls. The hospitality and attentions of the people of Buffalo will long be remembered by the members of this Association, whose convention has been an honor to our country.

PROF. E. D. SANBORN, late of Dartmouth College, now connected with Washington University, in St. Louis.

THE AMERICAN NORMAL SCHOOL ASSOCIATION met at Buffalo August 7th and had a very interesting session. We shall make room for a sketch next month.

'WHAT'S JOGRAFY, Bill?' 'It's a tellin' of forrin' lands that we know nothin' about by 'cute chaps that's never seen 'em'.

TO SCHOOL DIRECTORS.—We often have opportunity to furnish to those desiring teachers the names of persons wishing situations and able to furnish good recommendations. We shall be happy to give any information to school officers that may aid them in getting good teachers.

MISUSE OF POWER.—We frequently hear of complaints against school officers by teachers, which we are satisfied are often well-founded. One who has frequently contributed to our pages has given us an account of his troubles, which we may publish hereafter as a sample of what small men do when they become Directors. But there is no remedy. Until the community is every where aroused to the duty of choosing Directors with brains and with hearts, we must expect our public school system to work ill often times.

WORCESTER'S NEW DICTIONARY gives the following passage in illustration of the amount of hard labor that is required of the convenient little verb *to get* :

"I *got* on horseback within ten minutes after I *got* your letter. When I *got* to Canterbury I *got* a chaise for town; but I *got* wet through before I *got* to Canterbury, and I *got* such a cold that I shall not be able to *get* rid of it in a hurry. I *got* to the treasury about noon, but first of all I *got* shaved and dressed. I soon *got* into the secret of *getting* a memorial before the board, and I could not *get* an answer then; however I *got* intelligence from the messenger that I should most likely *get* one next morning. As soon as I *got* back to my inn, I *got* my supper, and *got* to bed. It was not long before I *got* to sleep. When I *got* up in the morning I *got* my breakfast and *got* myself dressed, that I might *get* out in time to *get* an answer to my memorial. As soon as I *got* it, I *got* into the chaise, and *got* to Canterbury by three, and about four I *got* home. I have *got* nothing for you, so adieu.

LITERARY MORTALITY.—The tables of literary mortality show the following appalling facts in regard to the chances for an author to secure lasting fame :

"Out of 1000 published books, 600 never pay the cost of printing, etc., 200 just pay expenses, 100 turn a slight profit, and 100 show a substantial gain. Of these 1000 books, 650 are forgotten at the end of the year, and 150 more at the end of three years; only 50 survive seven years publicity. Of the 50,000 publications put forth in the seventeenth century, hardly more than 50 have a great reputation and are reprinted. Of the 80,000 works published in the eighteenth century, posterity has hardly preserved more than were rescued from oblivion in the seventeenth century. Men have been writing books these 3,000 years, and there are hardly more than 500 writers throughout the globe who have survived the outrages of time and the forgetfulness of men".

Exchange.

A CORRESPONDENT of one of our morning contemporaries pitches into the Board of Education for entering upon the school records, the Lizzies, Kitties, Libbies, Nellies, Maggies, Minnies and the other 'ies'. We agree with him. Were we a component part of the Board of Education, the first question we should ask the young lady 'how do you spell your name?' An 'ie' at the end of it would be sufficient cause for rejection, until she learned to spell in good old Saxon style.

Chicago Press and Tribune.

'SQUARING THE CIRCLE'.—Among the parlor games occasionally used, is one called 'squaring a word'. It consists in arranging words in such a manner that a perfect square of known words shall be made which will read vertically in the same order as horizontally. The problem of 'squaring the circle', which has puzzled philosophers and mathematicians for ages, has been solved in *this* way, thus:

C	I	R	C	L	E
I	C	A	R	U	S
R	A	R	E	S	T
C	R	E	A	T	E
L	U	S	T	R	E
E	S	T	E	E	M

This is a pleasant game for evening parties, and requires considerable ingenuity.

Cleveland Herald.

AN UNJUST DISCRIMINATION.—The New Yorkers are laying a heavy tax on blue-stockings. The *World* says that the fees charged in the Mercantile Library are two dollars for men, and five for women; in the Apprentices' Library one dollar is required of women, while boys are admitted free.

OUR ADVERTISING SHEETS present this month some new matters. G. & C. Merriam give the opinions of English critics in favor of the superiority of Webster's Unabridged; Swan, Brewer and Tileston advertise a new, revised and enlarged edition of Worcester's Comprehensive Dictionary; the publishers of Clark's *School Visitor* enumerate the attractive features of their beautiful and valuable monthly; and W. B. Smith & Co., advertise a book of music for the little folks, of which a special notice is elsewhere given.

NOTES AND QUERIES.—(5.) "Of what is a school composed, scholars, or pupils?" Either term may be properly used: our version of the Bible uses the word scholar in 1 Chron. xxv: 8, and Mal. ii: 12; it never uses the word *pupil*. *Scholar* means one who is acquiring or who has acquired the learning of schools. Our school-law generally uses the more familiar term *scholars*; *pupils* occurs but once, we think; to wit, in Sec. 35.

S. S.

(6.) "Is the word *record* a noun or a verb in Acts xx: 26?" The passage is "I take you to record this day that I am pure from the blood of all men." Reference to the original shows that it should be a verb: μαρτυρομαι ὑμῖν, I call you to bear witness. Aside from reference to the original, we should come to the same conclusion; because if it were a noun it should be preceded by *the*; 'I take you to *the record*', I ask you to look at the recorded facts.

Q. Q.

The word *record* in Acts, xx: 26th, is a verb, transitive, having for its object

the clause, "that I am free from the blood of all," meaning to testify, or bear witness.

J. S. D.

(7.) "In what case is *others* in 1 Thess. iv. 13?" "That ye sorrow not, even as others which have no hope." I do not see how any one can say that *others* is in any other case than nominative (being subject of *sorrow* understood), unless he has been deceived by the blunder of CLARK, who calls *as* a preposition! He might as well call it a pyramid.

BERTRAM.

J. S. D. gives the same solution.

(8.) "What is the number of words in the English language, 30,000 or 50,000?" This is something like asking—"how many fingers has a man, 3, or 5?" A recent count of the words in Webster's Dictionary gives the number in the vocabulary proper as 99,780, and in the appendixes 40,276; in Worcester's Quarto there are in the vocabulary 103,855, and in the appendixes 28,551: total of Webster 140,056; total of Worcester 132,406. But these totals include proper names: we understand from these figures that there are of English words, exclusive of the Latin technical terms of science, about 100,000 words: Geo. P. Marsh (and we know of no one better able to judge of the matter) says that not more than two-thirds of the words of the language are yet in the dictionaries; so that we must add at least 50,000 to the above estimate and give the number not less than 150,000.

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(9.) "Four times six is twenty-four! How is the word *times* parsed?" Q. Q. informed us in the June *Teacher* (p. 220) that 'Brown and Bullions, the only grammarians who have noticed the phrase, agree that *times* is in the objective case'. If you ask what rule is to be applied, we say the same that you use in parsing *feet* in the phrase *three feet high*: *times* limits *six*, just as *feet* limits *high*.

ED. TEACHER.

(10.) As to the leader in the cause of popular education just now, we doubt whether any name can be set in advance of that of Hon. Henry Barnard.

ED. TEACHER.

Query (11.) Some people in reading 'Messrs. Brown & Smith' would say 'Gentlemen Sirs Brown & Smith'; is that proper?

M. A. C.

(12.) Pupillus asks a diagram after Clark's method, of the 13th Example on page 55 of Clark's Revised Grammar.

(13.) Which is the most pedantic, egotism or *weism*?—*i. e.* the use of *we* for *I* extended beyond authorized usage.

J. S. D.

Query (14.) Should we write 75 cts. *a* bushel, as every body talks, or be formal and say so much *per* bushel?

J. S. D.

(15.) Should *hight* be pronounced h-i-t-th, h-i-th, or h-i-t (hîte)? My pupils have told me that hîth has been taught here; and the same may have been taught elsewhere. I present it for that reason.

J. S. D.

On Query (4) Pupillus says, "Our friend Westman strikes the *Sycamore Republican* severely, directly and me indirectly. Let him do so again if he chooses. Some of his examples are pardonable on the score of custom; for all say A.D. 1860 in preference to A.D. 1860th. The errors noticed, I think, are similar in some respects to this: 'he is the richest of his neighbors'; which is a very popular form of expression in some literary circles, and one which every one ought to know expresses a falsehood: it is the result of inaccuracy of expression: so are the others."

But our unknown querist of the *Sycamore Republican* comes in the person of our recent correspondent J. S. D., to answer for himself. Here is his reply. We have been afraid that Westman while driving around so fiercely at every body would stir up some bold antagonist to thrust at the joints of his armor, perhaps give him as hard blows as he gives. No breach of the peace will be allowed, gentlemen; only a little friendly mutual pounding in good-nature. We see, however, that J. S. D. has made a mistake or two, which we doubt not the Ishmaelitish Westman will apprise him of in November. If he lets it pass we shall notice it.

In relation to the use of the ordinal numbers, or any other usage of the English language, nothing whatever is proved by reference to the idioms and usages of other languages.

My object in writing the little article on this subject for the *Sycamore Republican* was, to inquire if teachers and others in Illinois followed the rule, Use the cardinal instead of the ordinal term when the numeral follows the noun.

I have taught about ten years in academics, six in public schools, spent about eight as a student in academics and college, often visited the Normal School at Albany, N.Y., and never heard a teacher or other intelligent person, e.g. (to take Westman's example), mention the day of the month by saying, 'March two, April ten, January twelve', or any thing like it. Nor, in speaking of books, have I heard volume *one, two, three*. Never did any teacher, in my hearing, call for the demonstration of a proposition in geometry by saying, Euclid, book *one*, proposition *five*; nor for a problem in algebra by saying, page *nine*, problem *forty-one*; nor yet for a reading lesson to be designated as page *thirteen*, chapter *two*, section *three*. Never have I been accustomed to hear clergymen say, Genesis, chapter *one*, verse *twenty-seven*, hymn *three*, or even *sixty-six*. I never heard a class called upon to give their numbers by saying *one, two, three*, till this year 1860.

But I have heard the ordinal termination carefully applied in all similar cases, and by those, too, whom I supposed to know something of the usages of the English language. I have also heard, by the same authorities, number *first*, number *second*, etc. I have often heard such expressions as 'Smith lives at number *one hundred third*, fourth street'.

I am aware that there are many departures from this usage. But I have also observed that those persons who use the cardinal terms in these cases are apt to say four *foot* measure, *ten foot* pole, *forty rod* long, *three year* old, etc.

The question is, are the departures from the old rule and usage sufficiently authorized for us to teach or permit them in the schools?

The year of the era is the only *universal* application of the rule inquired after that I think of now, though there may be others sanctioned by *good* usage. I think the fewer departures we make from the legitimate use of the ordinal terms the better. The fewer innovations we make on any good established usage, the sooner we shall have a language settled in its character, whose grammar, etc., may be definitely understood.

'Benighted old foggy', says Westman! Very well. Yet, if I find a good place, I shall assume the duties of a teacher in Illinois, and shall teach according to my *authorities*, believing that in so doing I shall not go very far astray. J. S. D.

LOCAL INTELLIGENCE.

ROCK ISLAND.—We have been favored with the Third Annual Report of the Rock Island Schools. The Board of Education congratulate their fellow citizens and themselves upon the successful labors of the year. During the past year the length of the school year has been increased to ten months and the teachers employed at a salary instead of by the month. The discipline of the schools is said to be good, and thereof the Board say: "We are gratified that this excellent state of things has been secured without a great degree of corporal punishment. In the early part of the year a resolution was passed by the Board that teachers should report to them all cases of punishment within one week of the time of infraction, with the names of the pupils, the means, mode and degree of punishment, with attending circumstances. The purpose of the resolution was to furnish the Board with information which might be serviceable to them in case of complaints, as a protection to the teacher, and a check to hasty punishment. The Board do not yet think it best to change the policy. It will be observed, however, that the resolution does not bear the construction of a negative against punishment."

Four schools beside the High School are maintained, at a total expense of \$13,233.34, which includes \$2,765.08 paid for interest. The salaries of 17 teachers (11 female and 6 male) amount to \$6,450.66. The average wages of the female teachers is \$28.45; one has \$40 a month, two have \$24, two \$30, and the others \$27.50. The Principal of the High School, Mr. B. M. Reynolds, is also Superintendent, with a salary of \$1000; the other male teachers receive \$50 a month. The exact number of different pupils is not known, but is stated at about 1200: the whole attendance of the year amounted to \$15,839 days.

Mr. Reynolds in his report speaks of many things of interest, but we have room at present only for the following; hereafter we shall make further extracts:

One fact I have observed in our schools which has never attracted my attention elsewhere, and that is, the girls are our most diligent, most punctual, and most studious pupils. They mark higher in their recitations, their deportment is, in general, better. I am happy to be able to bear this testimony to their excellent standing. No one will deny that the civilization and refinement of a country bears a proportion to the social elevation, education, good sense and refinement of its women; and this exhibition of studiousness and honest contention for knowledge on the part of the girls of our schools, which, I am confident is not confined to our city, is one of the most cheering omens of the age. It foretells a coming generation living under more hallowed and refining influences than blessed their fathers; and though it was but a little while ago that girls were admitted to the public schools, yet they are rapidly rising in the dignity of scholarship, proving themselves in all our schools the successful rivals of the boys, and fitting themselves to mould to their will the destiny of a coming age. Though our schools are made up of boys and girls, who are allowed to associate freely with each other in the school-room, I have yet to discern any transgression of propriety and that proper reserve which is the crowning excellence and peculiar grace of the female character.

NORMAL SCHOOL.—We visited the Normal School in its new quarters lately, and found there one hundred and six pupils; more are expected to come in. The building is not yet completed, but is so far advanced that the schools can be held without inconvenience; and we can not but admire that so much has been achieved even by the energy of Mr. Hovey, great as we know it to be.

MT. CARROLL.—The *Seminary Bell* notices the opening of the Mt. Carroll Seminary as more than usually prosperous this fall. The manifest pride and pleasure which the people of Mt. Carroll take in that institution leads us to expect to find, as we western people say, a *right* good school if we ever get the chance to look in upon it, as we hope we shall.

NORMAL UNIVERSITY CATALOGUE.—This catalogue shows the number of pupils attending during the year ending June 29th, 1860, to have been 122, an equal number of each sex. Since the organization 120 young women and 93 young men have been pupils, in all 213, two of whom have died.

LOMBARD UNIVERSITY (Galesburg).—The catalogue for the year ending June 7th shows the attendance in the Classical Department of 16 young men and 6 young women; in the Scientific, of 22 young men and 9 young women; and in the Preparatory School of 244 pupils. The term began Sept. 10th.

ABINGDON COLLEGE (Abingdon, Knox Co.).—The seventh annual catalogue of this institution shows the attendance of 104 males and 61 females, total 165, for the year ending in June, 1860. There is at present a vacancy in the office of President, Prof. Butler performing the duties of the office for the time. This school offers a classical, a scientific, and a female collegiate course, granting diplomas for the completion of each course of study.

PEKIN.—We speak of Pekin in Illinois, not in China, though what we have to relate might seem better suited to the other side of the globe than to this land of freedom and toleration. A Pekin paper informs us that the school-directors of Pekin removed a school-teacher because of his political sentiments, in spite of the protest of seven-eighths of the persons sending pupils to the school. We hope this was not so, but see no contradiction of it in the Pekin papers. It will hereafter be understood, so long as Messrs. Haas, Weyhrich and Roney are directors there, that they expect to have teachers that will vote to suit them. Let them honestly put it in their contract.

We do not suppose that the people of Pekin approve of such acts of their officials, 'dressed in a little brief authority'; but it is probable that they are getting a lesson on the importance of attending school-elections and choosing men that have self-respect, and consequently know how to respect the rights of others. We make no party matter of this, because the *Teacher* has no party interest, and still more because the principles of toleration are above all party contests; nor do we suppose that honorable men of any party will approve this removing a teacher who was successful and had the confidence of the community, on any such grounds.

In the same city, the council, supposing that the city owned all the school-lots, ordered an engine-house to be erected on a lot where a school-building stands.

An investigation showed the 'city fathers' that they were slightly mistaken, and the work on the engine-house was stopped, and another location selected.

CHEAP TEACHERS.—The citizens of Dwight, Livingston Co., held a meeting lately and expressed their opinions on the subject of schools, by way of advising the directors. The following are among the resolutions unanimously adopted: the first resolution stating that they want a first-class school, they next

Resolved, That we consider a first-class school to be one where our sons and daughters may be educated in all the natural sciences, and may obtain the rudiments of the Latin and Greek languages, to the extent required for admission to a first-class college; also, mathematics in its higher branches.

Resolved, That the primary department of this or any other school in this township, where all the elements of a good English education may be obtained, shall not be neglected for the more advanced school.

Resolved, That we believe eight hundred dollars (\$800) to be sufficient to pay the annual salaries of all the teachers required for such a school as is hereby recommended to the directors.

Eight Hundred Dollars for all that! We have not yet heard of any place where the Christian virtues and scholarly intelligence are rated as low as at Dwight: since they are held so cheap there, we are led to presume that knowledge and good character are so abundant there that they need neither schools nor churches. All the natural sciences, Greek and Latin, and the higher mathematics, with a good primary school, and \$800 only offered!

HENRY CO. INSTITUTE is to be held at Galva, the last week in October.

LEE CENTER places its schools under charge of J. T. Read, A.M.

JO DAVIESS CO.—The Jo Daviess Co. Teachers' Association convened at Nora on Monday, Aug. 27th, at 2 o'clock p.m., J. B. Brown, of Dunleith, in the Chair, and E. A. Bedford acting as Secretary. After a business session the Institute adjourned until evening.

In the evening a lecture was delivered by Rev. S. C. Cooley, of Nora; subject, 'The True Aims of the Teacher'.

Tuesday's Session.—Prof. O. C. Blackmer, of Rockford, took charge of the exercises, assisted by several teachers, who conducted various exercises upon the usual subjects. Rev. Mr. Cooley gave a short lecture upon 'The Cultivation of the Voice'. Mr. Burchard, School Commissioner of Stephenson county, addressed the Institute upon the subject of Grammar. 'Waking-up Motions' were introduced by Prof. Blackmer, and a feast of melons, provided by the citizens of Nora, closed the afternoon session.

In the evening Rev. J. H. Vincent, of Galena, delivered a very able lecture, entitled, 'The Teacher's Time-Table', which was followed by recitations by Mr. Pepoon and others.

Wednesday's Session.—The Institute listened to Prof. Blackmer's exposition of the subject of Subtraction, etc., after which he gave an address upon the subject of 'Memory', and the best method of teaching History. The exercises were pleasantly varied by the introduction of the game 'Hold fast all I give you', which was conducted by the citizens of Nora, assisted by several baskets of peaches! Mr. Hicks addressed the Institute upon the importance of 'General Exercises' in the school-room; Prof. Blackmer gave his method of teaching children to memorize the rules of the school, and Rev. Mr. Cooley resumed his remarks upon the cultivation of the voice.

In the evening, Miss Ellen Shaw, of Galena, read an Essay concerning Schools, and the little ones who are therein confined. G. A. Blanchard, Esq., of Dunleith, delivered a lecture in which he discussed the influence of teaching upon the teacher.

Thursday's Session.—The first business was the election of officers of the Association, which resulted in the choice of the following: President—J. B. Brown, of Dunleith. Vice-Presidents—G. W. Pepoon, of Warren, and I. G. Mitchell, of Ward's Grove. Secretary—Miss J. Ferrier, of Galena. Treasurer—Joseph Adams, Esq., of Galena. The School Commissioner was made, *ex officio*, a member of the Executive Committee.

It was decided to hold the next session of the Institute at Galena, during the autumn of 1861, the time to be designated by the Executive Committee.

A resolution to remunerate Prof. Blackmer for his valuable services was adopted.

An invitation was received to join some of the citizens of Nora, during the afternoon, in an excursion to the grounds of L. Montague, Esq., at Waddam's Grove, which was heartily accepted, and the Association adjourned, to reassemble in the evening.

In the evening Prof. Blackmer delivered a lecture upon the subject of 'School Government'.

Friday's Session was occupied with a variety of exercises and discussions. In the afternoon Prof. Blackmer introduced the subject of Natural History; Mr. Hicks, in the same connection, recommended Willson's Readers to the attention of teachers.

The closing exercises of the Institute took place in the evening. After prayer and singing, Mr. Turner gave an address upon the subject of Improvements in School-Houses. A class of young ladies, under the superintendence of their teacher, Mrs. Cooley, of Nora, went through a portion of their interesting calisthenic exercises; the object of which was briefly explained by Mr. Cooley. A number of resolutions were offered and addresses made by Messrs. Hicks and Adams, of Galena, Cooley, Wolfe, and Look, of Nora, and Blackmer, of Rockford. Votes of thanks were tendered to Messrs. Cooley, Vincent, Blanchard, and Blackmer, for their lectures, and to Miss Shaw for the Essay which she had prepared. The following are the resolutions which were adopted:

Resolved, That the heartfelt thanks of the members of this Association are hereby tendered to the citizens of Nora, for the generous and peculiarly liberal hospitality extended to us, and the care and zeal which they have manifested in promoting our comfort and pleasure. [Adopted by a rising vote.]

Resolved, That the thanks of our teachers are eminently due to Prof. Blackmer, of Rockford, for his very valuable services in conducting the exercises of the Institute.

Resolved, That we feel greatly indebted to Rev. S. C. Cooley, of Nora, for the practical instruction and many excellent suggestions with which he has favored us, and for his earnest efforts in promoting the interests of the Institute, to which efforts much of the success of the present session must be ascribed.

Resolved, That the Nora Glee Club have contributed so much to the interest and *harmony* of our meetings, that we shall ever remember them with gratitude and their beautiful glees with pleasure.

Resolved, That we have had a good time, a pleasing time, and a profitable time, and we will endeavor to make our next session even more profitable and interesting.

It was resolved that the county papers and the *Illinois Teacher* be requested to publish the proceedings of the Institute. The citizens of Nora passed a resolution expressing their pleasure in meeting the teachers, and urging them to hold their Institute at Nora whenever practicable. The Institute then adjourned.

We are obliged to condense very much the report of the Institute, as we find it in the *Northwestern Gazette*, but give the closing remarks of the Secretary:

Thus closed perhaps the most interesting, pleasant and profitable Institute ever held in Jo Daviess county. The citizen of Nora were at great pains to do all in their power to make the meeting pleasant, and overwhelmed the teachers with their hospitable kindness, which can never be forgotten. Mr. Turner, the teacher at Nora, and Mr. Leland deserve especial praise for the excellent manner in which arrangements were made for the welfare of the teachers. On Saturday the School Commissioner held a public examination, when fourteen persons applied for certificates.

E. A. BEDFORD, Sec'y.

JOHNSON COUNTY.—The *Union County Record* (of Anna) states that the school-directors of Johnson County have entered into an arrangement not to employ any more northern teachers in future, because northern teachers are so generally of politics opposite to theirs. We take this, if the statement be true, to be a temporary insanity of which the very men who are now stirred by it will yet be ashamed. They surely do not mean to have the very children of Johnson County understand that their school-directors *fear* the conflict of opinions lest theirs should prove the weaker ones.

B O O K N O T I C E S .

CHADBOURNE'S LECTURES ON THE STUDY OF NATURAL HISTORY.

In the July *Teacher* we noticed this book in a few lines, promising to recur to it again. In this number of the *Teacher* we have given a sample of its quality by presenting an extract from the Lecture on the 'Relations of Natural History to Intellect'. It is one of the injuries which we are experiencing from an improper and unreasonable devotion to mathematics and speculative studies that the study of God's natural works is neglected: pupils learn about circles and triangles who never hear of the circulation of their life-blood or the laws of health; they can discriminate nouns from verbs while they can not tell whether the plants by the road-side are useful, harmless, or harmful: yet, if they do but know the book-learning on the abstract matters, they are said to be educated! Let us all learn better as soon as possible.

THE YOUNG SINGER. A collection of Juvenile Music (compiled, at the request of the Board of Trustees) for the Cincinnati Public Schools. By Messrs. L. W. Mason, D. H. Baldwin, E. Locke, and C. Aiken. Parts I and II; pages 192 and 160. Cincinnati: W. B. Smith & Co. 25 cents each part.

These are two beautifully-printed little books, each of which is complete in itself, so that it may be sold separately: a very good plan. Each contains the Elements of Vocal Music with exercises carefully prepared. Part I contains an excellent selection of pieces of music for children, some of which were written by the editors, and some of which are old favorites, while there is much that is new. Part II contains selections of a higher grade and of great variety, including some rather difficult ones. We see German words furnished for some of the pieces, and in each Part there is some Psalmody. We heartily commend these little books, after a careful examination.

SCHOOL-DAYS OF EMINENT MEN. By John Timbs. From the London Edition. Small 8vo. pp. 309. Columbus: Follett, Foster & Co. Sold by S. C. Griggs & Co., Chicago.

This is one of those books which are the product of much research, and must be read to be appreciated. The volume is divided into two sections: the first sketches the progress of education in England; showing how the princes and eminent men of the British Isles were educated; what were the educational customs of the successive ages; when and how the various colleges, universities and schools were established; and what influences of strong minds have affected the cause. The second section of the work is devoted to 'Anecdote Biographies', or sketches of the early lives, the school and college days, of eminent men. We are glad that it is reprinted in America, for American youth and school-libraries.

TRACY'S SCHOOL RECORD.

MESSRS. A. S. Barnes & Burr have here furnished us a useful little record-book designed to enable the teacher to keep an exact record of the attendance, deportment and scholarship of each pupil. Mr. Tracy's plan is explained in the beginning of the book fully, and, as it permits of various methods of effecting the object, any one desiring to keep such a record can use this little volume. Each

two pages will last three months, and contain twenty-nine names. A few pages introductory give a list of subjects for composition, and for dialogues; a list of topics for brief lectures or talks with the school; questions for debate; topics for teachers' meetings; lists of books for reference-libraries for schools, and for district-libraries. Price of the Record, 50 cents.

The National School Diary is a little book intended to be used as a school-record either in connection with Tracy's Record or separately: it is like a small class-book: each pupil is to have one, and keep his own record as directed by the teacher, and show it every week to his parents, who are to sign it regularly that the teacher may see that the book has been exhibited to them.

All keeping of records of these kinds is laborious, and in very large schools is impracticable; but in schools of suitable grade and where the labor can be undertaken they are useful. But they need judgment on the part of the teacher. 'Marking systems' may do more hurt than good, as we have had abundant opportunity to see, quite recently. We wish some correspondent who has had experience in the use of such schemes, and who can tell what evil as well as what good they work, would favor us with his story and his conclusions.

ABRIDGED HISTORY OF THE UNITED STATES. By Emma Willard. New and Revised Edition. 12mo. pp. 472. A. S. Barnes & Burr.

In this volume Mrs. Willard has brought the history to the close of the year 1859, adding, indeed, a note in July of this year. It is superfluous at this time to bear testimony to the skill, fidelity and success with which Mrs. Willard has executed her task, as the popularity of her histories is an abundant evidence of the approval of those who have used them. Maps and topographic plans enhance the value of the book, and the plan here pursued of putting the dates in bold-faced type in the margins of the pages, with notes of the contents of the text, is very admirable.

Mrs. Willard says on p. 119, when speaking of the voyage of Marquette and Joliet down the Mississippi: "Sailing on their solitary way, the discoverers heard afar a rush of waters from the west; and soon the vast Missouri came down with its clay-colored and fiercer current," etc. Now we wish all our Eastern friends who have such an idea of the Missouri River to know that when Marquette and his companion passed along that part of the Mississippi they heard just as much of a rush of waters as you may hear where the Hudson enters New-York Bay. A pupil reading the above quotation would suppose that some roar of rapids or of cataracts attends the inflowing of the Missouri into the Mississippi: we had such an impression, derived from reading such passages; and when we first passed the mouth of the Missouri, we went upon the hurricane deck of the steamer to see ——— only one broad river quietly entering another broad river.

EXPOSITION OF THE GRAMMATICAL STRUCTURE OF THE ENGLISH LANGUAGE. By John Mulligan, A.M. Large 12mo. pp. 574. \$1.50. D. Appleton & Co.

This is the one book on a grammatical subject on which we permit ourselves to use language of strong admiration. We have not yet read all the grammars and grammatical works in our bookstores, and could hardly hope — even if we had a vigorous constitution — to survive such a feat long, if we could perform it; but we have studied and carefully weighed in mind many different books upon the subject; and among them all Prof. Mulligan's treatise stands preëminent for its

clearness and its true philosophy. The author does not claim that he has said all that can be said upon the subject, — nor even all that needs to be said; but he has shown the structure of the language by a new and admirable method; and when he comes to a point where other grammarians as well as himself are at fault, he frankly admits it.

But this is not a book for smatterers. It is for teachers and pupils who desire to learn, and are willing to think: for those who wish something beside the incomplete and contradictory classifications of our current grammars, and who ask for some result of their studies beyond the mere ability to parse after Brown, or even to analyze after Greene or Clark. It is not for children, but for the advanced classes of our high schools, and academies, and normal schools: for the truth is that the problems afforded by the study of our own language, when properly undertaken, need the power of such minds as are found in these classes; those of less strength can not deal with them.

Mr. Mulligan's work has received high commendation from critics in England as well as from our own countrymen.

ELEMENTS OF GEOMETRY. By Prof. J. B. Dodd. 8vo. pp. 237. Sheep, \$1.00. Pratt, Oakley & Co,

This is one of Prof. Dodd's Mathematical Series, and has the qualities of clearness and accuracy, which we expect as a matter of course in a treatise on this subject, but do not always find. We can generally judge of the quality of a scientific book in great degree by the preliminary statements and definitions: if these are clear and accurate the rest of the book may be trusted to have the same characteristics. We have studied carefully these preliminary matters here, and have enjoyed the perusal: while less formal than treatises which we have formerly studied, the method of arrangement and the definitions are better suited to the purpose of the teacher. We see here the definition of an angle and the axiom on parallel lines which we learned years ago in Playfair's Euclid, which some do not accept, but which we like better than the substitutes proposed. Do two lines make an angle without meeting? We think the usage of language outside of geometry compels us to say 'no'; and we should like to know why any should allow theoretical exigencies to sway their definition of so simple a term.

Some matters are given in this volume not essential to geometry, but useful in connection with such a manual; and the book closes with an acute discussion of the proper expression of ratio, maintaining, in opposition to Davies and Ray, that ratio is determined by dividing the antecedent by the consequent.

FIRST LESSONS IN LATIN. By N. C. Brooks, LL.D., Pres. of Baltimore Female College. Small 12mo. pp. 234. A. S. Barnes & Burr.

This is a little manual for beginners, the general plan of which is so good that we should like to commend it unqualifiedly. But the definitions and rules lack precision, so that the pupil would need a good grammar to use with the exercises. For example: "Number is the consideration of objects, individually or collectively." Neither our Webster nor our Worcester nor our own knowledge of English will allow to the word *consideration* any meaning which will make sense here; and if any body is so unfortunate as to have been compelled to learn such a definition, the best use he can make of it is to forget it. Passing the very objectionable definition of *gender*, we take that of *common gender*: "Some

nouns have two genders. These are said to be of the common gender when they denote things animate whose sex is easily distinguished." Try this rule or definition upon the nouns of common gender *ales*, a bird; *grus*, a crane; *serpens*, a serpent; and *nemo*, nobody! Page 21 affords us this rule, 'preliminary': "One noun governs another in the genitive when it limits its meaning." Such a rule will be 'preliminary' to much confusion. To what does the word *it* refer? By the usage of our language it should refer to 'one noun'; but by the fact in the Latin language it refers to 'another'. The reference of *its* is, of course, reversed in like manner. Of nouns of the second declension he says that they end in *er*, *ir*, *ur*, *us*, *um*, *os*, and *on*. We can not find that any noun of this declension ends in *ur*. The statement is probably copied from Adam's Latin Grammar; but Dr. Adam included adjectives as well as substantives under the term *nouns*, and hence was right in the statement; while Dr. Brooks makes the term *noun* equivalent to *substantive*, and can not have the defense of Dr. Adam. The excellence of the book in its general plan can not induce us to pardon such errors in a branch of study where accuracy of expression is essential to scholarship.

THE TOPICAL LEXICON.—We take pleasure in calling attention again to this valuable work of Dr. Williams, of which we gave an account in the August *Teacher*. We learn that Dr. Williams is an old teacher, who has spent his life in the school-room and now gives us this book as the result of his work in the study, thus spreading his usefulness into thousands of school-rooms. We hope that he may receive an abundant pecuniary reward, as well as enjoy the consciousness of having done a good work.

We recur to this again because we regard the Topical Lexicon as of so great excellence that we shall be doing service to the cause of education by extending knowledge of it, and because we can now name its price and publishers. It is now issued by the enterprising firm of Follett, Foster & Co., Columbus, and is sold at prices varying from \$1.25 to 75 cents, according to the binding; and liberal terms are offered for introduction of them into schools. We think that S. C. Griggs & Co. are special agents for Follett, Foster & Co. in this State.

RECEIVED TOO LATE FOR NOTICE THIS MONTH.—Robinson's Progressive Arithmetic, published by Ivison, Phinney & Co., and S. C. Griggs & Co.; Eaton's New Primary Arithmetic, and Ware's Philosophy of Natural History, published by Brown & Taggard; Worcester's Comprehensive Dictionary, published by Swan, Brewer & Tileston. We are not willing to dismiss either of these with but a line or two.

BARNARD'S AMERICAN JOURNAL OF EDUCATION, No. 22, for September 1860, has Memoir of E. C. Wines, with steel portrait; Moral Education, by Wm. Russell; The University; History of the University of Tubingen; 'Characteristics of the American College', Pres. Felton's Inaugural; History of Harvard College (down to 1651); Normal College at Battersea; Elementary Education in Scotland; Subjects and Methods of Early Education; Method and Examination; Oral Lessons on Real Objects; and some minor articles and book notices. \$4.00 a year: Fred. B. Perkins, publisher, Hartford, Ct.

PRATT, OAKLEY & Co. issue a monthly educational and advertising circular, which they will send gratis to any who wish it.

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Attention is particularly invited to the appendix, which contains—

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[From the BOSTON TRANSCRIPT of Sept. 14th.]

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The synonymes scattered throughout the volume will be found to be a very useful feature of the book, and will be of great assistance to the student.

The appendix contains important matter which greatly increases the value of the work.

The same ease and accuracy which distinguish Dr. Worcester's other works, are manifested on every page of this manual. It is a most convenient book for schools, and for families,—such a work as every house should have, even a copy in every room, if it can be afforded.

SWAN, BREWER & TILESTON, Boston.

ILLINOIS TEACHER.

VOL. VI.

NOVEMBER, 1860.

No. 11.

METHODS,—SCIENTIFIC AND DIDACTIC.

SCIENCE is an afterthought. It is a deduction from what has been learned: an abstraction which represents to the trained mind the concrete which nature supplies. Nature spreads before us a world of which we take possession for use and enjoyment: the intellect seizes upon it and evolves a creation of its own,—Science. Nature gives fields, prairies, groves, forests, plant-clothed surfaces; but men devise botanies: she gives rocks, oceans, rivers, mountains, volcanoes, and the vast forces that have the globe as their work-shop; but men invent cosmogonies and think out geologies: she sets around us the inaccessible sapphire-dome, filled with the splendors of suns without parallax, made kind by the nearer utilities of sun and moon and the companionship of planets; and men find involved therein an astronomy which needs for its unit of measurement and base-line the diameter of the Earth's annual orbit, and which tasks the utmost power of human conception with its results.

Nature gives instances; men attribute to her principles: she brings all bodies to rest on the earth, mediately or immediately, and gives to the senses knowledge of that form of resistance which we call weight: thereupon springs up a theory of the 'force of gravitation', which is only a thought to represent the great fact. Science is always a theory, in the Greek meaning of the term; that is, it is a way or method of *looking at* the facts of nature (θεωρία, from θεωρέω, to view); it is a *system*, a putting-together (σύστημα, from συνίστημι) of the several abstract thoughts which make to the intellect a representation of the processes or movements of nature and of its linked laws.

Science and its methods follow experience, and are the results of its teaching. Countless observations of isolated facts must be made and

recorded before science arises : the isolated facts can not make science, just as counting one — one — one — one for ever would give us no sum. Nevertheless, Nature's way of teaching is by facts — by an inexorable logic of events. From the dawning of intelligence she teaches the future man the secrets of her kingdom by deeds and things, and not by words. He must draw his own inferences from her bumps and knocks. she will not spare her lessons. They are needed ; for no generation can live by the experience of its predecessors ; it must for itself eat of the tree of knowledge of good and evil, and re-create its own sciences, with such helps as it is willing to accept after its own experiences.

The true scientific method of presenting any subject is to arrange its statements of principles and its classifications just as an instructed mind would arrange them in order to view them as a complete and perfected whole. A scientific treatise is not a didactic one in its idea ; it is knowledge, not teaching : it aims to give us the completed edifice, not to call us to the ground and bid us see the laborious processes of erection. Such treatises may be used for study oftentimes, but only scholars can appreciate their arrangement, and a mere learner finds much to perplex him with its minuteness which to the expert is only evidence of completeness.

A didactic treatise, on the other hand, is arranged purely with reference to the communication of knowledge, and adopts the arrangements of science only so far as they are found suitable to the didactic purpose. It is a great error, and one which is frequently committed, to estimate a school-book or a text-book by its scientific arrangement. It is very doubtful whether in any case the didactic and the scientific arrangements coincide. If we can find such coincidence any where we should surely look for it in mathematics : but does the most-praised text-book of arithmetic, *Colburn's Intellectual*, which is strictly didactic, begin or proceed with abstract statements of principles of numbers ? At a later stage of education we take up arithmetics which are developed on the scientific plan ; but it is very doubtful whether they would not all be improved by abandoning it, except in the Higher Arithmetics, which might then become truly Higher Arithmetics, and not mere expansions of arithmetics of a lower grade. If it is rightly assumed above that the scientific method is that which gives to the expert a connected and logical development of the subject, we might well doubt whether the teacher could ever find in such a method the best pathway for a learner. The study of language affords us another example. The books which are most popular, and doubtless really the most efficient as means for acquiring languages, are those that are written on what is called the Ollendorf plan ; but who would think of

calling them scientific? Not even their authors. Admirably didactic, they do not offer (at least for long time) the scientific classifications and generalizations which are essential to scientific grammar; but they take the pupil along the path of nature, so that he first learns the language in part before he analyzes it at all. The Latin Grammar of Andrews and Stoddard, on the other hand, is a well-known example of the presentation of the grammar of a language by the scientific method: it is such a book as a scholar would write to classify, arrange and retain his perfected knowledge. It can be used for didactic purposes, because the material needed is there; but what teacher makes his pupil begin with the first page and take the book in order as it stands? Every one selects such parts as he can weave into his own method of teaching, so that grammar, reader, dictionary, and teacher, combined, make up the didactic method, which in these days is much after the Ollendorf plan at last.

Our school-books are, with few exceptions, too scientific in their plan. Our readers develop theories of elocution: our arithmetics offer laborious explanations of simple processes, calling for knowledge of abstract principles of numbers; thus they teach the whole theory of notation in the first five or ten pages, and require a pupil who never heard of a million before to write hundreds of sextillions: our grammars open with abstractions, thrust forward their classifications (which are often hinged upon useless distinctions and overlook real differences), and press on to conclusions of little practical importance to the pupil: and our geographies begin by tossing out the round world into space, harnessing it with a network of meridians, circles, tropics, equator, poles, latitudes and longitudes; chopping it up into continents and oceans, islands, lakes, gulfs, mountains, rivers, volcanoes, zones of three qualities and five regions; and such 'descriptions of the earth' are thrust upon pupils who, perhaps, in our prairie country have never seen a river or a pond, who would more easily conceive of the Flying Islands of Gulliver than of Chimborazo, and who would more readily believe in the Lilliputians than in the Laplanders.

This is all very scientific, no doubt; it comes from attempting to follow or really following scientific methods; but for a teacher the question is not how scientific or how correct it is, but—how is it adapted for teaching? When our authors of text-books can forego scientific methods, abdicate a little dignity, and come down really among the children, we shall have better text-books, and with their aid better teaching.

BERTRAM.

A GENERAL EXERCISE.

TEACHER.—Can any one give the name of that which I hold in my hand?

ANSWERS.—Plaster, Plastering, Mortar, Lime.

TEACHER.—Would you call it *plaster*?

BOYS.—Yes, sir. No, sir, plaster is something else.

TEACHER.—What is plaster?

JOHN.—Something ground fine like flour, to put under potatoes, to make them grow.

TEACHER.—John, you may take down Webster's Unabridged. Joseph Hall, you may take Worcester. Now both of you turn to the words *plaster* and *plastering*.

JOSEPH reads from Worcester—" *Plaster* :—a composition of lime, sand, hair or straw, and water, employed in overlaying the faces of walls."

Plastering. 1. The act of covering walls with plaster. 2. Work done in plaster.

JOHN reads from Webster. "*Plaster* : A composition of lime, water, and sand, well mixed into a kind of paste, and used for coating walls", etc. "This composition, when dry, becomes hard, but still retains the name of plaster." *Plastering*; 1. "The act or operation of overlaying with plaster." 2. "The plaster-work of a building, a covering of plaster."

TEACHER.—Well, you perceive that both words may be correctly used in speaking of this hard, dry substance, which fell from an old wall. But do you perceive a difference in the two definitions of plaster?

JOSEPH and JOHN read again,—when Edward Morrison answers suddenly, Yes, sir, Mr. Webster says nothing about the 'hair or straw'.

TEACHER.—That is an important omission, truly. But does plaster ever have straw in it?

MANY VOICES.—I suppose so—No, sir—Yes, sir—I never saw any that had straw in it.

TEACHER.—Did you ever see any without hair in it?

VOICES.—No, sir. Yes, sir. The white skim-coat which they put on over the rough coat has no hair in it.

TEACHER.—Right. Then is Webster's definition correct?

SCHOLARS.—Yes, sir; No, sir. Right for one kind and wrong for the other.

TEACHER.—Do you find the word *skim-coat* in the Dictionaries?

JOHN and JOSEPH, looking in vain, answer that it is not to be found in either Webster or Worcester.

TEACHER.—What shall we do, then; abandon the use of the word as improper, or continue it and send notice of the omission to the authors and ask them to put it in their next editions?

SCHOLARS.—Send the word—send the word—the masons use it, and they know.

TEACHER.—But do not the masons call it *hard-finish*, some times?

HENRY JACKSON remarked that when the masons were at work at his father's house, they said that the *hard-finish* was different from the *skim-coat*.

TEACHER.—What do the dictionaries say of *hard-finish*?

PUPILS looking again, and finding no such word in either book, express their surprise. “Funny dictionaries, I think they will have to make new ones”, says Peter Holt.

TEACHER.—We must then use the words as we learn them from our masons. Perhaps their use is not general among the masons—and if so the words should not be placed in the dictionary. *Hard-finish*, as our masons use the word, is made at least in part of gypsum or plaster of Paris, and is superior for smoothness and hardness, but does not continue white so long as the *skim-coat* of lime and sand. Both kinds of coating may properly be called *skim* or surface coat.

Let us now go back and inquire whether either of the definitions was absolutely correct. One of them included hair, not always found in plaster, and the other made no mention of it, though generally used.

JOHN.—I think it is never used in plaster for brick-work.

TEACHER.—Stop a moment. We will see about that by and by. How shall we define plaster more accurately than either Worcester or Webster, so as to include what one omits, and exclude what the other inserts which is not always found there?

BOYS.—*Ca' n't be done.* Do n't know. Please tell us.

TEACHER.—How would this do? A composition used for covering walls, commonly made of lime, sand, hair, and water. Calcined gypsum is some times used instead of lime, and the hair is some times omitted.

The boys did n't know about the teacher's being more accurate than the Dictionaries, and little Tommy Johnson said he could n't understand any thing about it.

TEACHER.—Well, boys, we have spent more time than we can afford to-day, and will continue the same subject to-morrow. You may ascertain in the mean time what you can about the *potato plaster*, as John called it, and all about *lime*, and see what Webster and Worcester say about *mortar*. Perhaps we will catch them napping over that.

Maine Teacher, October, 1860.

POWER OF SHORT WORDS.

THE late Professor Addison Alexander, D.D., is the author of the following remarkable composition, which appeared originally in *The Princeton Magazine* :

MONOSYLLABICS.

THINK not that strength lies in the big, round word,
 Or that the brief and plain must needs be weak.
 To whom can this be true who once has heard
 The cry for help, the tongue that all men speak,
 When want or woe or fear is in the throat,
 So that each word gasped out is like a shriek
 Pressed from the sore heart, or a strange wild note
 Sung by some fay or fiend? There is a strength
 Which dies if stretched too far or spun too fine,
 Which has more hight than breadth, more depth than length.
 Let but this force of thought and speech be mine,
 And he that will may take the sleek, fat phrase,
 Which glows and burns not, though it gleam and shine —
 Light, but not heat — a flash, but not a blaze !

Nor is it mere strength that the short word boasts:
 It serves of more than storm or fight to tell;
 The roar of waves that clash on rock-bound coasts,
 The crash of tall trees when the wild winds swell,
 The roar of guns, the groans of men that die
 On blood-stained fields. It has a voice as well
 For them that far off on their sick-beds lie;
 For them that weep, for them that mourn the dead;
 For them that laugh and dance and clap the hand;
 To joy's quick step, as well as grief's slow tread,
 The sweet plain words we learnt at first keep time,
 And though the theme be sad, or gay, or grand,
 With each, with all, these may be made to chime,
 In thought, or speech, or song, in prose or rhyme.

BETTER THAN SOIL, OR CLIMATE, OR GOVERNMENT.—That vast variety of ways in which an intelligent people surpass a stupid one, and an exemplary people an immoral one, has infinitely more to do with the well-being of a nation than soil, or climate, or even than government itself, except so far as government may prove to be the patron of intelligence and virtue.

HORACE MANN.

AN OLD-TIME SCHOOLMASTER.

THERE are many persons now residing in the city of Philadelphia who, remembering back some thirty years, can recall the honest face of a sturdy pedagogue from the north of Ireland, by the name of W——, a stern disciplinarian of the old school, who believed that learning as often went in with a 'thwack' as an inclination. Among the pupils of honest old W—— was one who has since arisen to some distinction, but who, during his school-boy days, was generally regarded as a thick-headed, lazy fellow, and as sure to get old W——'s attention in the 'warming way' every semi-occasionally.

One day when Johnny had forgot to study his lesson as usual, the old dominie blandly requested him to take his place on the floor, as he had a few words which he wished to say to him. Johnny, of course, stepped out with fear and trembling, and was greatly astonished to hear his stern teacher address him in a very kind and gentle tone.

"Johnny, my son," said W., "ye're of a good family, so you are."

Johnny, who was expecting a pretty severe punishment, and had already begun to whine and dig his knuckles into his eyes, looked up in the greatest imaginable surprise.

"I say, Johnny," pursued the dominie, "you're of a good family—d'ye understand?"

"Ah, thank you, sir!" replied the lad, with an air of some confidence.

"Yes, Johnny, I repeat, ye're of a good family, as good a family as me own. I knew your father, Johnny, in the ould country and this—as a lad and a man,—and a better and honest lad and man, Johnny, I never knew ayther side of the big deep."

"Thank you, sir!" said Johnny, with a pleasant smile, and a furtive glance of triumph at some of his playmates.

"And I knew your mother, too, Johnny; and a dear sweet little girl she was afore she grew up and married your father, Johnny; and after that she was a blissid bride, and as kind-hearted and lovely a mother and mistress of a family, Johnny, as ever left the blissid shores of ould Ireland."

"Yes, sir—oh, thank you, sir?" responded the delighted Johnny.

"Ah, Johnny, your father and mother and meeself have seen some happy days across the great seas!" sighed the sentimental schoolmaster; "days that I'm knowing now will never return to me again. And then your sisters, Johnny—you've got fine sisters, too, that I have

known since they were toddlings, and which same now are ornaments to iny society, Johnny."

"Oh, sir, I am much obliged to you!" responded the happy pupil, scarce knowing how to express the joy he felt at finding himself such a great favorite with his heretofore stern master.

"And then there's yourself, Johnny, that I've known since your birth—the son of my ould friends and companions of me youth."

"Oh, thank you, sir!"

"Ah, yes, Johnny," went on the dominie, with something between a sigh and a groan, and some slight indication of tears, "it's the whole blissid family that I have known so long, so well, and so favorably, Johnny; and now that I look back with pride on these same by-gone reminiscences, I think I would n't be doing justice to your noble father, your kind mother, and your lovely sisters, nor to myself and the rest of mankind, if I were to let such a lazy, good-for-nothing rascal go without a good 'thwacking'. Hould out your hand, Johnny—hould out your hand, you young rascal!"

And before poor Johnny had time to recover from his astonishment, he found himself in the process of a 'thwacking' that he never forgot to his dying day.

Rhode Island Schoolmaster, October, 1860.

CHIPS FROM MANY BLOCKS.

[WE find that we accumulate many good things for which we seem to find no specially appropriate place in our pages; and now to clear our pigeon-holes of some of them we give this basket of 'chips from many blocks'. 'Dry as a chip' is a proverb that shall not apply to our collection we will warrant. Whenever we can we give honor to whom honor is due by saying from what block (never *block-head*) the chip has been obtained.—ED. TEACHER.]

AN ORTHOGRAPHIC SNARE BY RUFUS CHOATE.—One day, when some nice questions in philology were being discussed by a select party of Boston humorists, Rufus Choate asked each of them to write down the following sentence. To the surprise of all, except the proposer, no two copies were alike in orthography. We have tried the same experiment, and as yet have been unable to find any one able to write it correctly. Please read the words aloud to some one of your learned friends, and compare their written copies with any standard dictionary:

"Preferring the carnelian hues, and separating the innuendoes, I do declare that the peddler's gray pony ate a potato out of the cobbler's wagon which the sibyl had guaged."

THE AUTHORS VERSUS THE JUVENILES.—It is quite possible that some of the text-books used in our common schools may be susceptible of improvement. In order to throw all possible light upon this important question, I will present, 'like orient pearls at random strung', some passages from different reading-books, together with the emendations which my pupils have offered from time to time:

1. ORIGINAL.—"The clans of Culloden are scattered in fight."
EMENDATION.—"The *clams* of *collodion* are scattered in fight."
2. ORIG.—"His war-drum is muffled, and *black is the bier*."
EMEND.—"His war-drum is muffled, and *black as the bear*."
3. ORIG.—"Her lips moved, and there was *harmony*."
EMEND.—"Her lips moved, and there was *hommony*."
- 4.—"When I am *dressed* to go out."
"When I am *distressed* to go out."
- 5.—"The music of the challengers breathed wild *bursts* of defiance."
"The music of the challengers breathed wild *beasts* of defiance."
- 6.—"Why *perch* ye here,
Where mortals to their Maker bend?"
"Why *preach* ye here," etc.
- 7.—"Consumption fed upon his *vitals*."
"Consumption fed upon his *vittles*."

The ridiculous incongruities are selected from a large stock. There can be no possible harm in putting them in circulation at a great distance from any whose feelings their publication might wound; nor in expressing the opinion that the great and pervading evil of our system of instruction consists in causing pupils to use text-books which they can not comprehend.

A TEACHER, in Carroll County Mirror.

TWENTY TIMES OVER.—"I remember," says the celebrated Wesley, "hearing my father say to my mother, 'How could you have that patience to tell the blockhead the same thing twenty times over?' 'Why,' says she, 'if I had told him but nineteen times I should have lost my labor.'"

HOW TO GROW HANDSOME.—A correspondent of the *Home Journal* has some good ideas of the importance of mental activity in retaining a good face. He says: "We were speaking of the handsome men the other evening, and I was wondering why K. had so lost the beauty for which five years ago he was so famous. 'Oh, it is because he never did anything,' said B.; 'he never worked, thought, or suffered. You must have the mind chiseling away at the features if you want hand-

some middle-aged men.' Since hearing that remark I have been on the watch to see whether it is generally true—and IT IS. A handsome man who does nothing but eat and drink grows flabby, and the fine lines of his features are lost; but the hard thinker has an admirable sculptor at work keeping his fine lines in repair, and constantly going over his face to improve the original design."

HARD ON THE JUDGE.—In the law regulating the sale of ardent spirits in Nebraska is the following punishment for violation: "The Justice shall render judgment for the whole amount of fine and costs, and be committed to the common jail until all is paid."

CAT AND KITTEN.—A friend tells a story of a little girl in Sabbath-school who wanted her mother to buy a kitten-chism, as the cat-e-chism was too hard for her.

A COLUMN OF PAPER.—The editor of the *Newburyport Herald*, after copying the statement that there are published in this country and Canada nearly three thousand newspapers, proceeds with some estimates, as follows: "We have some times heard it asked how high would all these journals reach if piled on the top of each other, just the thickness of one sheet. Some have answered a thousand feet—others two thousand—others a mile; but all are wide of the mark. Dr. Ayer, of Lowell, is probably the only man in the United States who takes all the journals of our country, Canada, New Brunswick, and Nova Scotia. By actual measurement he has ascertained that in one year his exchanges amount in height neither to a thousand feet, nor five thousand feet, nor twelve feet, but to more than fourteen miles! In short, the newspapers published north of the southern line of the United States are nearly five times higher Mont Blanc in Europe—a mountain which overlooks a circle whose diameter is four hundred miles. We have not included in this calculation *Harper's Magazine*, the *Atlantic Monthly*, *Godey*, *Graham*, *Peterson*, *Ladies' Repository*, etc., etc. *Harper's Magazine*, according to its publishers' statement, circulates monthly 170,000 copies, each one of which is the third of an inch thick. Annually the number will be represented by 2,040,000. or if these numbers could be placed one upon the other, we should have 55,161 feet 2 inches, or more than ten miles high, or twice the altitude of the highest Himalayas, the loftiest mountain in the world.

"Paper printed upon can not be ground over and made anew. Printers' ink spoils paper for remanufacture, and the great amount of paper which enters into public journals after being perused is not

bound up and laid aside, as it should be, for future reference, but goes to waste. A portion is used for wrapping paper; but, sad as is the reflection, newspapers containing so much that has cost mind, labor, sleepless nights, and weary days, go to waste—‘hurry on to indistinct decay’.

LEFT HAND.—If, instructing a child, you are vexed with it for want of adroitness, try, if you have never tried before, to write with your left hand, and remember that a child is all left hand.

TAKE CARE OF YOUR EYES.—One of the most eminent American divines, who has for some time been compelled to forego the pleasure of reading, has spent some thousands of dollars in vain and lost years of time in consequence of getting up several hours before day and studying by artificial light. His eyes will never get well.

Multitudes of men and women have made their eyes weak for life by the too free use of eyesight in reading fine print and doing fine sewing. In view of these things, it will be well to observe the following rules in the use of the eyes:

Avoid all sudden changes between light and darkness.

Never begin to read, write, or sew, for several minutes after coming from darkness to bright light.

Never read by twilight, or moonlight, or on a very cloudy day.

Never read or sew directly in front of the light, or window, or door.

It is best to have the light fall from above, obliquely, over the left shoulder.

Never sleep so that, on the first awakening, the eye shall open on the light of a window.

Do not use the eyesight by light so scant that it requires an effort to discriminate.

The moment you are instinctively prompted to rub the eyes, that moment cease using them.

If the eyelids are glued together on wakening up do not forcibly open them, but apply the saliva with the fingers—it is the speediest dilutant in the world; then wash your eyes and face in warm water.

Hall's Journal of Health.

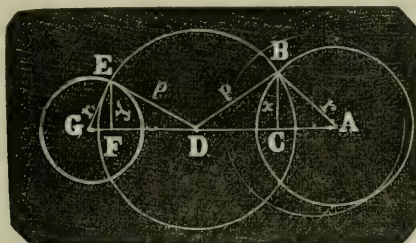
INFLUENCE OF FICTION.—It is from true fiction—from the living products of the creative imagination—children get their ideas of the wonderful, of a world out of nature, the supernatural and divine. True and pure fiction is the purest truth—the natural and necessary aliment for the young imagination, through the quickening of which faculty alone the other faculties of mind and heart are best unfolded, even if they can be at all unfolded in any other way.

M A T H E M A T I C A L.

SOLUTION OF PROBLEM I IN MARCH NUMBER, PAGE 106.—

Question.—There are two circular tracts of land, respectively of 7 and 3 acres; their centres are united by a line 60 rods long: required, the position upon that line of the centre of a circle, and the length of its radius, to cut an acre from each tract.

Solution.—Every one, doubtless, who has given his attention to the above will not hesitate to concur in stating that it would be difficult to conceive of a more embarrassing and laborious question. The method which I shall at present employ in the solution of this question is, perhaps, less difficult than any other with which I am acquainted; yet it is no less operose. Ill health obliges me to omit the more laborious part of the solution. At some future time I purpose taking up this question, when I will endeavor to give it a full discussion.



Let $AB=r$, $BD=ED=\rho$, $EG=r$, $GA=c$, $BC=x$, $EF=y$; also, let the area cut from the circles be $\frac{2}{3}ar^2$ and $\frac{2}{3}br^2$, respectively. Now by Elementary Geometry and Mensuration we obtain,

$$r\sqrt{1-x^2} + \sqrt{\rho^2 - r^2x^2} + r\sqrt{1-y^2} + \sqrt{\rho^2 - r^2y^2} = c \dots [1]$$

$$r^2\sin^{-1}x + \rho^2\sin^{-1}\frac{rx}{\rho} - r^2x\sqrt{1-x^2} - rx\rho\sqrt{1-\left(\frac{rx}{\rho}\right)^2} = \frac{2}{3}ar^2 \dots [2]$$

$$r^2\sin^{-1}y + \rho^2\sin^{-1}\frac{ry}{\rho} - r^2y\sqrt{1-y^2} - ry\rho\sqrt{1-\left(\frac{ry}{\rho}\right)^2} = \frac{2}{3}br^2 \dots [3]$$

in which $\sin^{-1}y$ is simply an arbitrary notation denoting the arc of which y is the sine, etc. By applying the trigonometrical formulæ,

$$\sin^{-1}\theta = \theta + \frac{1}{2} \cdot \frac{\theta^3}{3} + \frac{1}{2} \cdot \frac{3}{4} \cdot \frac{\theta^5}{5} + \text{etc.}$$

$$\sqrt{1-\theta^2} = 1 - \frac{1}{2}\theta^2 - \frac{1}{2} \cdot \frac{3}{4} \cdot \frac{\theta^4}{4} - \frac{1}{2} \cdot \frac{3}{4} \cdot \frac{\theta^6}{6} - \frac{1}{2} \cdot \frac{3}{4} \cdot \frac{5}{8} \cdot \frac{\theta^8}{8} - \text{etc.}$$

$$\text{Equations [2] and [3] become, } \frac{r}{\rho} + \frac{2.3}{5} \cdot \frac{1}{4}x^2\left(\frac{r}{\rho}\right)^3 + \frac{3.3}{7} \cdot \frac{1}{4} \cdot \frac{3}{8}x^4\left(\frac{r}{\rho}\right)^5 +$$

$$\frac{4.3}{9} \cdot \frac{1}{4} \cdot \frac{3}{6} \cdot \frac{5}{8} x^6 \left(\frac{r}{\rho} \right)^7 +, \text{etc.} = \frac{a}{x^3} - \left[1 + \frac{2.3}{5} \cdot \frac{1}{4} x^2 + \frac{3.3}{7} \cdot \frac{1}{4} \cdot \frac{3}{6} x^4 + \frac{4.3}{9} \cdot \frac{1}{4} \cdot \frac{3}{6} \cdot \frac{5}{8} x^6 \right. \\ \left. +, \text{etc.} \right] \dots [4] \quad \frac{r}{\rho} + \frac{2.3}{5} \cdot \frac{1}{4} y^2 \left(\frac{r}{\rho} \right)^3 + \frac{3.3}{7} \cdot \frac{1}{4} \cdot \frac{3}{6} y^4 \left(\frac{r}{\rho} \right)^5 + \frac{4.3}{9} \cdot \frac{1}{4} \cdot \frac{3}{6} \cdot \frac{5}{8} y^6 \left(\frac{r}{\rho} \right)^7 + \\ \text{etc.} = \frac{b}{y^3} - \left[1 + \frac{2.3}{5} \cdot \frac{1}{4} y^2 + \frac{3.3}{7} \cdot \frac{1}{4} \cdot \frac{3}{6} y^4 + \frac{4.3}{9} \cdot \frac{1}{4} \cdot \frac{3}{6} \cdot \frac{5}{8} y^6 +, \text{etc.} \right] \dots [5]$$

By reversion of series, Equations [4] and [5] give $\frac{r}{\rho}$ in terms of x , and $\frac{r}{\rho}$ in terms of y . We also have $\frac{r}{\rho} = \frac{r}{\rho} \cdot \frac{r}{r}$, whence the value of y may be found in terms of x ; also, by division, $\frac{r}{\rho}$ gives ρ in terms of x . Therefore, substituting for ρ and y their equals in terms of x in Equation [1], we get an equation of one unknown quantity, which will be susceptible of solution either by approximation or by reversion of series.

We may solve this problem approximately by neglecting all but one term in the first and all but two in the second member of Equations [4] and [5], and all the terms of the root of the radicals in [1] except the first two in each. Hence $AD=33.78+$, and $DB=DE,=23.91+$.
TYRO.

The following solutions are given by the propounder to Problem I in September number, page 342.

Question.—In a mass of copper and tin weighing 160 pounds there are 7 pounds of copper to 3 of tin. How much copper must be added to it that there may be 13 pounds of copper to 4 of tin?

Solution 1st.—Copper : tin :: 7 : 3. \therefore Copper = $\frac{7}{10}$ of 160, = 112 lbs., and tin = $\frac{3}{10}$ of 160, = 48lbs. Since no tin is to be added, 48lbs. = $\frac{4}{17}$ of the new compound; \therefore 12lbs. = $\frac{1}{17}$, and $12 \times 17 = 204$ lbs., its weight. But $204 - 160 = 44$ lbs.; or, $4 : 13 :: 48$ lbs. tin : 156lbs. copper, = (112 + 44) *Ans.*

Solution 2d.—Let x = the number of pounds of copper to be added. Then $160 + x$ = new compound. $\frac{4}{17}$ of $(160 + x) = \frac{3}{10}$ of 160; or, $4(160 + x) \div 17 = 48$ lbs. tin. $\therefore 160 + x = 17 \times 12, = 204$. $\therefore x = 44$ lbs. copper. *Ans.*

ARATOR has also furnished correct solutions to the above problem, but they are not so complete and explicit as those given above.

SOLUTION TO PROBLEM III IN SEPTEMBER NUMBER.—

Question.—Two notes, one of \$126 payable in 6 months, and the other \$150 payable in 9 months, were discounted for \$8.50. At what rate of interest were they discounted?

Solution.—Let x = the interest of \$1 for 12 months: then the

amount of \$1 in 6 months being $1 + \frac{1}{2}x$, and in 9 months $1 + \frac{3}{4}x$, the present worth of the bill due at the end of 6 months will be $\frac{126}{1 + \frac{1}{2}x}$, and that of the bill due at the end of 9 months $\frac{150}{1 + \frac{3}{4}x}$: $\therefore \frac{126}{1 + \frac{1}{2}x} + \frac{150}{1 + \frac{3}{4}x} = (126 + 150 - 8.50) = 267.50$; which being developed gives a quadratic equation, in which $x = .05046$. $\therefore \$0.05046 \times 100 = \5.046 , the rate of interest per \$100, as required. TYRO.

No correct solution has been received to Problem II in the September *Teacher*. A solution is requested in time for the December No.

PROBLEMS.—I. If the area of an equilateral triangle increase uniformly at the rate of a square foot per second, at what rate is the perpendicular increasing when the side is 5 inches? H. S.

II. Find the values of x in the equation $\frac{3x}{2} - \sqrt{x(x-11\frac{1}{2})} = 6$. C. H. L.

III. Given, [1] $x^4 - 24x^2y + 72 = 280$; [2] $9x + x^2y - 15 = 37$; to find the values of x and y . C. H. L.

IV. Given, in a right-angled triangle, the lengths of two lines that bisect the acute angles, = 40 and 50 respectively, to determine the radii of three inscribed circles, which shall be tangent to each other, and also tangent to the sides of the triangle. A solution is requested. TYRO.

Special attention is invited to Problem II in October *Teacher*, page 395. The result of investigation will be thankfully received for the December number.

COMMENTS ON THE SCHOOL LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Illinois, November, 1860. }

Examination of Teachers.—School Commissioners are required by the 51st section of the Act to 'fix upon the time of holding meetings for the examination of teachers, in such places in their respective counties as will, in their opinion, best accommodate the greatest number of candidates for examination'.

This requirement is peremptory; but the law does not prescribe the number of times and places; that is left to the discretion of the Commissioner. It is further made the duty of each Commissioner to publish the notice of all such meetings 'in some newspaper of general circulation'.

I have observed with great satisfaction the fidelity with which these important provisions of the law have been carried out by a large number of the School Commissioners in the State. It is to be regretted that any exceptions should exist to this remark. Candidates for examination have reason to complain if only one or two meetings are held in the year, and those only at the residence of the Commissioner. The 'greatest number' can not in *that way* be 'best accommodated'.

It is of paramount importance that these examinations should be honest, impartial, and thorough. Every certificate issued through ignorance, carelessness, or sympathy, to one unworthy to receive it, is not only a violation of law, but a *direct blow at the heart* of the whole system of public instruction. Such a certificate is a public, official license, not to elevate and bless, but to injure and curse the community. Good schools can not be taught by incompetent teachers; the thing is impossible and absurd; and poor schools, where the instruction is inaccurate and unscientific, are *not* 'better than none', but a great deal worse. If it is next to impossible to correct the vicious habits of a colt that has been spoiled by a *bungler* in '*breaking*', it is equally so to eradicate vicious habits of study, blunders of speech and thought, false notions of facts and principles, from the tenacious mind of a child when once *graven* there by the sciolist and smatterer in teaching. When the gnarled and distorted oak is reduced to symmetry and beauty again, then may the effects of a false and distorted early culture be remedied; but not till then. By all the interests of the present generation of youth and the hopes of the future; by the priceless value of a true education, and the worse than worthlessness of a false, I would exhort those who conduct or control these examinations to be *faithful*.

It can not but be deprecated that any considerations save those of *fitness for the work* should ever control the choice of the people in selecting the guardians of such interests as these.

Commissioners are authorized to appoint *one or more* persons to examine teachers. This duty should never be delegated to persons of questionable competency or *fidelity*. Practical teachers, or other active, intelligent educational men, should always be chosen on these Boards of Examiners, if possible. The name of *one* examiner upon the certificate beside that of the School Commissioner will satisfy the law. The language is: 'any *person* or persons', etc. Vide Sec. 50, School Law.

Powers of Directors.—

(1.) Can the Directors lawfully withdraw from the hands of the Treasurer, and loan, their surplus District funds?

(2.) Have the Directors the right to furnish books for indigent children, paying for them out of the public funds?

(3.) Is it lawful or expedient for Directors, either by themselves or teacher, to offer prizes as a motive to and reward for diligence in study, and to pay for such prizes out of funds belonging to the district? If such prizes should be offered, and the Directors should draw an order on the Treasurer for the money to pay for them, is the Treasurer bound to honor such order?

(1.) The Law confers no authority upon Directors to loan their surplus funds.

(2.) The Law is silent on the subject of this interrogatory. It neither confers nor withholds the authority in question. Points of this nature must, therefore, be considered and determined in accordance with the true *spirit* of the law and a due regard to the obligations of both economy and benevolence. It could not be in conflict with the *letter* of the law for the Directors to do as proposed, for the Act has no provisions on the subject: that it would not be in violation of the benevolent spirit and intent of the law seems equally clear. I am therefore disposed to the opinion that it would be the exercise of no more than a legitimate discretion on the part of the Directors to make small appropriations for the purchase of books for *really poor* children in the district who would otherwise be unable to attend school: *provided* there is a surplus in the treasury adequate to the purpose, so that the ability of the Directors to meet all their other obligations *would not thereby be impaired*. Too much prudence can not be exercised by the Directors in assuring themselves that it is a case of *actual need*. No rights should be exercised with more caution than those which are *discretionary*. But in cases which *do* fall within these prescribed limits, the right referred to is often exercised in this State, and I have no disposition to throw any obstacle in the way of so humane and benevolent an action.

(3.) I am decidedly opposed to the *principle* of pecuniary rewards and prizes in schools. I believe a good teacher can always find *stronger*, **BETTER**, and **HIGHER** motives to diligence in study. Nor do I think that the giving of such prizes is a legitimate use of the public funds. But the *Treasurer* is bound to honor the order if drawn by the Directors. The responsibility of such an order rests upon the Directors, not upon the Treasurer.

Schedules—Rights of Trustees and Directors.—It is important to define, as clearly as possible, the representative jurisdiction of School Trustees and Directors, in respect to Schedules.

From a careful examination of the law, the opinion is confidently held that the schedule of a teacher, accompanied by the certificate of the Directors, is the only and sufficient legal evidence to the Trustees

that the school was 'conducted according to law'. So far as the action of the Trustees is concerned, that evidence must be considered as conclusive. The duty of examining and correcting the schedules devolves, by law, upon the Directors, not the Trustees. Vide Sec. 53.

Trustees may reject schedules which are not kept in the *form* and *manner* required by law, or which are not returned within the prescribed limits of time, etc.; but the law no where confers upon them the right to traverse the legitimate official acts of the Directors; it clothes them with no power to revise, modify, or change, much less to discredit and reject, the material statements of facts contained in the schedules and official certificates of the Teachers and Directors. The presumption always is that those statements are correct, and that the schedules are justly entitled to the amounts certified to be due.

It is the province and duty of the *Directors*, as before remarked, to see that all errors are corrected before the schedules are filed with the Township Treasurer; and neither the latter nor the Trustees are under any *legal obligation* either to receive schedules which have not been thus corrected or to return them to the Directors for further examination. But I can not too earnestly *recommend* that when schedules are returned, containing such errors of form, etc., as would justify their rejection, although the obvious result of mere ignorance or inadvertence, that opportunity be offered to the Teacher or Directors to make the needful corrections. A true spirit of kindness and courtesy would always suggest this course, when the schedules are returned in time for it to be done. In one instance a teacher was deprived of his earnings for nearly two years because his schedule was *not dated*! In another case the teacher lost his wages entirely because he omitted to write his certificate in the schedule. Such rigor may be technically *legal*, but it is not reasonable, just, or generous.

In denying the right of the Trustees to go behind and criticise the material facts certified to in the schedules, it is not intended to cut off inquiry, or exclude investigation in cases of MANIFEST DECEPTION or FRAUD.

Instances of this nature may undoubtedly occur, when payment should be deferred till an examination can be had, or the Treasurer may be 'enjoined' till the difficulty is settled.

But the soundness of THE GENERAL PRINCIPLE here laid down is not impaired by such extreme cases. The *rule* is that the schedule and certificate of the Directors govern the Trustees and Treasurer.

Certificates of Taxation—Section 44.—

At a meeting held prior to the second Monday of September, 1860, by the Directors of our District, the rate of special tax for school purposes for the current

year was determined ; but the certificate of the County Clerk, required by the 44th section of the Act, was not returned, through an oversight of the Clerk of the Board of Directors, until the 24th of the same month, when the County Clerk decided that it was too late, and that the tax for the present year could not be collected.

The effect of that decision would be to shut up our school-houses, and deprive us of the power of meeting the payments due for its construction. The decision seems to us unnecessarily severe. May it not be recceded from without violence to the spirit of the law ?

I am disposed to the opinion that the County Clerk, in the above case, should fill the certificate, and extend the tax. It is manifest that no injustice or wrong would thereby be done to other parties, while the interests of the district concerned would be greatly promoted. It is true that the legality of an assessment may be challenged if the returns are not made within the time fixed by law ; but it may well be doubted whether the Clerk is the proper party to raise the objection. He is, of course, under no obligation, in any case, to fill the certificate unless returned *in time for him to extend the tax upon the books of the Collector.*

Schedules for less than six months.—The impression prevails in some quarters that Trustees can not apportion funds on schedules covering a less period than six months. This is an error, and arises from a misapprehension of the law requiring a six-months school. The six-months school may be taught at any time during the year—either in six *consecutive* months, or at *different times* in the year ; and the Trustees must apportion the funds upon all schedules which are *returned in time*, without regard to the number of months embraced in each of such schedules.

Renewal of Certificates.—School Commissioners are entitled to one dollar for each certificate *renewed*, the same as for the original certificate ; *provided*, that the application for renewal is not made at one of the regular times and places advertised by the Commissioner for the examination of teachers. No charge can be made for any certificate or renewal granted at any of the above times and places.

New Bond.—Upon the election of a new Board of Trustees a new Bond should in all cases be executed by the Township Treasurer. This is not only required by law, but from a due regard to the rights of the securities and the protection of the public money. Vide Sec. 55.

ERRATUM.—On page 392 of the October number of the *Teacher* occurs this sentence : “What the Legislature may do directly they may, of course, do indirectly.” It should be : “What the Legislature may do *indirectly* they may, of course, do *directly*.”

NEWTON BATEMAN, Sup't Public Instruction.

EDITOR'S TABLE.

GERMAN IN PUBLIC SCHOOLS.—It is becoming rather fashionable just now, we think, to introduce the German language as a branch of study into public schools. From what we know of schools and of the German language, we think this undesirable; yet it is favored by many men who are opposed to the introduction of Latin and Greek. Very few of those who will read a little German in schools will ever learn to use it as a medium of communication, and those who do learn so to use it will not get that proficiency in school. All that will really be gained by nineteen out of twenty of those who potter away at German for a while is only the ability to read easy passages, and to pronounce in a very dubitable style German names: and this they will prize as something important, when a larger measure of culture in the English language would be worth much more to them.

We do not undervalue even a little knowledge of German as a scholarly acquisition; but our public schools, and their funds, and the time of the pupils there, are not to be devoted primarily nor principally to *scholarship*, in the large sense of that term, but rather to giving to all a moderate degree of practically useful knowledge. First in value stands the use of our own language as a ready means of communication and of the acquisition of knowledge; that is, the use of it in correct speech, and the use of it in reading, by which the pupil can have free access to the recorded knowledge of others. Next in value are the rudiments of mathematics as acquirable in arithmetic; and next, knowledge of the world we live in, as given in geography. But before we have more than a general knowledge of geography there come thronging forward and asking precedence the important subjects of physiology, chemistry, history, and higher culture in mathematics, rhetoric, and grammar. To pupils in our schools all of these are vastly more important than the little stock of German or French which they can acquire by neglecting these weightier matters.

To those who have the time and the opportunity to pursue in High School and Academy a more extended course let the German be given, *after* the more valuable things have been sufficiently mastered. But first let the boy know enough of physiology to know when he may after exertion drink cold water or venture into the river to bathe; let the girl learn enough of chemistry and of household science to know with what powers and agencies she is dealing in cooking, and to fill no fluid-lamps near a flame; let the great principles of physical geography and the facts of our national history, at least, be thoroughly appreciated as far as they can be appreciated by youthful minds; and still more, let one who speaks the language which Shakespeare and Milton have made rich be able to read with pleasure their treasure-pages, and be full of the simple Saxon diction of our English Bible: then will such be ready to use profitably other tongues; then, and then only, can those who do not look to a liberal education be properly allowed to study outside the stores of our own language. Even then Latin and Greek will be worth more than German, unless the career of the pupil is such as to make

the modern language useful to him as a means of communication with Germans. The simple but cogent reason for this statement is, that the ancient languages give us acquaintance with the sources of much of the English, and specially with the technical terms of the sciences, while German adds very little to any man's knowledge of the use of words in his own vernacular. We do not speak without due consideration, having studied years ago Latin and Greek, German and French, as well as a little of some other languages, and having naturally a great fondness for the study of language; but practical experience among men and in a laborious profession has taught us to estimate all school learning, not by the scholarly standards of the schools, but by the standards of an earnest working world. Much that gives us pleasure as a scholar is of no value out of the study and the circles of studious men; and we have found and daily find our Latin and Greek, though not our most useful knowledge, of more value to us than our German and French.

RAVENNA, OHIO.—Last summer we visited a school-house in Ravenna, Ohio, that was far superior to the average of school-buildings in its arrangement, roominess and convenience.

It was about one hundred feet in the full front length, consisting of a centre about 40×60 ft. and two wings about 30×40 ft., the whole two stories high, beside a basement. There were four front entrances, one to each wing, lower story, so that pupils of the primary departments had no confusion from interference with larger pupils, one near each side of the centre part, and passages connecting the whole inside. The basement was paved, excepting a part partitioned off for fuel, and was used for play-rooms and for pupils to enter who were at the house before school in morning or at noon, a stove being set up in a basement room. The house was never thrown open for a public room for pupils in absence of teachers. The first story had in each wing a primary room 30×40 , seated with sixty arm-chairs, and in the centre a grammar department with seats for eighty-four (double desks), with a recitation-room joining 20×25 feet in size. The upper rooms, all of which are reached by stairs in the centre, are of the same size as those below, except that the difference in upper and lower halls gives opportunity to cut off some small rooms for apparatus and books, etc. The wings here are occupied by intermediate departments, and the centre by the High School, which has sixty single desks. The whole house accommodates about four hundred pupils. It stands in the midst of an orchard, and the trees were loaded with fruit when we were there, though school was but just closed. Not a mark was to be seen on the walls or furniture, which had been in use a year. The cost of the house was \$13,000. The building is an honor to the place and justly an object of pride to the people. It is not perfect, but is so much superior in its arrangements to most large houses that it well deserves honorable mention.

B.

PURPOSELY have we kept back this number of the *Teacher* a little after our regular day of issue (the tenth) to obtain sundry matters, one of which is the following item respecting the next meeting of the Association.

STATE TEACHERS' ASSOCIATION.—We lay before our readers the following letter from a member of the Committee on Programme and Arrangements.

SPRINGFIELD, ILL., November 3d, 1860.

DR. WILLARD — *Dear Sir*: The Committee have come to the conclusion that it is impossible to perfect the programme in season for insertion in the Nov. No. of the *Teacher*. We find that we have *underestimated* the amount of work to be performed and *overestimated* the promptness of some of our correspondents. I can say in a few words, however, what *has* been done, and with safety say that we will have the full programme ready for the NEXT number of the *Teacher*.

The next meeting will be held at Quincy on the 26th, 27th and 28th days of December next.

I have seen the Superintendents of the Quincy and Toledo, the Great Western, and the Chicago, Alton & St. Louis Railroads, and they have cheerfully consented to grant us free return tickets. I am informed that the Chicago and Quincy and Chicago and Galena grant like favors. Other roads will be solicited for similar favors.

Hon. J. M. Gregory, Superintendent of Public Instruction, Mich., and Prof. A. S. Welch, Principal of Michigan Normal School, have consented to deliver lectures before the Association. The reputation of these gentlemen is sufficient guaranty that we shall have at least two good lectures. Others have been invited from whom no answer has yet been received.

Rev. L. P. Clover, of this city, has kindly consented to present the subject of Drawing before the Association. Several others have been invited to prepare essays for the occasion, whose names and subjects will appear in the Programme.

Yours truly,

E. L. CLARK.

A GREAT QUESTION.—A correspondent says "I would like to have some one give the best plan for keeping order and inciting to thoroughness in union schools." It is a question which does not admit of a brief answer—perhaps not of any answer at all, if strictly construed, as it may be that no one way is the *best* under all circumstances. While some of our correspondents are preparing to answer it, our friend R. may get some hints from Page's *Theory and Practice of Teaching*, and from Northend's *Teachers' Assistant*.

ST. LOUIS.—The question whether the study of the German language shall be introduced into some of the common schools has been before the Board of Education in St. Louis. The following resolution was before the Board for action and the subject referred to the committee named:

Resolved, That the Teachers' Committee be and are hereby authorized and required to nominate, as early as practicable, a German-English teacher for each of the above-named schools (Lafayette and Clay: said teachers to be thoroughly competent and qualified to give instruction in the German language, as well as to teach all the English branches studied in the Grammar schools.

Dr. Pope, whom we know both as a gentleman and a scholar, dissented from the opinion of a majority of the committee, and offered the following statement of his reasons in the form of a minority report:

The undersigned, a minority of the committee to whom was referred the subject of the introduction of the German language into several of the schools, would beg leave respectfully to report that the introduction of the German language into the schools is inexpedient and undesirable, for the following reasons:

- 1st. The constitution and laws of our country are in English, and the language of our public schools should entirely conform to that of the land.
- 2d. The hope of withdrawing the children of German parents from their own sectarian and denominational schools is believed to be a vain one; especially as the school-houses in which it is proposed to introduce the German are already full.
- 3d. The German and French being now taught in the High School, those children desiring to learn these languages can do so there.
- 4th. The finances of the Board are not in a condition to justify any additional expense.
- 5th. The sooner the German and all other naturalized citizens learn and adopt our vernacular tongue the better, it is believed, for all concerned.

Some of these reasons are of no cogency against the introduction of the German as a study for American pupils: against that there are abundant reasons of other bearing. The resolution above given was, however, adopted.

DR. LATHAM, a well-known philologist, is employed by the Longmans, of London, in preparing a new edition of Dr. Johnson's Dictionary. He has been engaged upon it several years, and it is expected that the first part will be issued soon.

"THE MUTE AND THE BLIND."—This is the title of a paper published at Niagara Falls, N. Y., by Dr. P. H. Skinner, who is philanthropically engaged in teaching a school of blind and deaf-mute colored children, and asks aid of the charitable. The paper is sent for \$1.00 a year. The following notice is at the head of the editorial columns:

How this Paper is Published.—The Editor is a blind man; the compositors are deaf and dumb; the press-work is performed by the blind; the papers are folded by the blind and wrapped by mutes.

"A SHARP OPERATION."—We learn that a school-mistress who teaches about eight miles southeast of this place had occasion to punish a lad attending her school. The misdemeanor was perpetrated on Friday; and, as she wished him to reflect upon his guilt, she told him on Friday evening when dismissing the school that she would whip him on Monday. Monday came; the boy came; and the whipping came also. School-mistress whipped hard, but the boy showed no sign of pain or penitence. School-mistress, discouraged, laid on harder, and when tired of flogging told him to take his seat. Boy did so, seemingly highly satisfied with the performance. The little rascal, only eleven years old, had taken advantage of the 'due notice' and of the 'school-marm'. He had bound a lot of shingles over the whipping spot on his back! The father tells the story, and doubtless feels some gratification in what he esteems his son's 'smart trick'.

Jacksonville Journal.

MR. BATEMAN'S MONTHLY COMMUNICATIONS are copied by some of our exchanges who do not credit the *Teacher* for them at all. They are sent to us by Mr. Bateman because he wishes thereby to favor the *Teacher* as well as to aid the public. They are special contributions to the *Teacher* as truly as any article of any other of its correspondents; and a systematic copying of them, either with or without credit, is as unjust to us as if every month the Editor's Table or our other articles were transferred in like manner. We so speak because we have been mistreated hitherto in this way. If any of our weekly exchanges wish to transfer them to their columns, we shall be pleased to have them do so, and shall expect the usual credit; if any wish to copy them constantly, courtesy would require that our pleasure be consulted in the matter.

THE UNKNOWN WORKERS.—"Who are the most thorough educators since Horace Mann's death?" No doubt Henry Barnard takes his place the nearest of any living man. But of those who are engaged in the actual daily toil of the school-room, who can answer the question? Who can assure us that the 'most thorough' work in the great world of education is not now in progress in some obscure corner? Perhaps the persons inquired after are assiduously laboring for the good of a few, unknown to fame and the world, looking for their reward at the hand of him who doeth all things well, endeavoring to discharge all their duties in a conscious rectitude of motive which will bear the test of being scrutinized by the great Judge. Perhaps, as strangers in a strange land, they are in some position beneath their abilities, under adverse circumstances, with no power or influence at command, pressed down by opposing influences, because, forsooth, they are guided by the pole-star of *right*, which leads to present and future happiness, and refuse to follow some body's *party*, which would lead to any thing but honest *manhood* and the joys of a good conscience. Perhaps, again, these thorough workers are giving way (on account of public prejudice against thoroughness or against the persons themselves) to some who are merely making teaching a stepping-stone to something more lucrative, and who make an effort to be, not *thorough*, but *popular*.
D.

THE FIRST PART OF CAT.—The other day we had a class spelling by the sounds. They were little ones, just in their First Reader, and we were having them analyze words into their sounds. The word 'cat' occurred. It was pronounced, and we inquired What is the first part of 'cat'? and received from a little white-headed urchin the reply 'Kitten'—a reply in accordance with fact, if not according to Phonetics.

B.

W. B. SMITH & Co.—The *Indiana School Journal* says of these gentlemen that they have built up an immense business by their liberal patronage of the educational journals, and that they have ever shown the most enlightened sympathy with all the advancing movements of teachers. They certainly publish some of the best school-books in market, and they have always taken pains to let the readers of the *Teacher* know what they offer.

NOTES AND QUERIES.—Query (16.) What is 'not' in the sentence "Not a soldier discharged his farewell shot"?

C. H. L.

Query (17.) Will some of your correspondents tell us what they think of the following sentence: "Smoking and all improper conduct are prohibited in this room."

C. H. L.

Query (18.) "Four times six is twenty-four." How is 'is' parsed?

D.

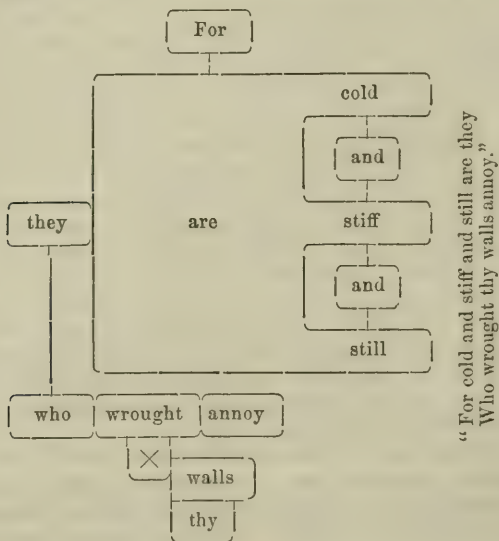
Query (19.) Why is Southern Illinois called Egypt?

J. S. D.

Query (20.) Why is it that so many good writers of the English language use 'that' after such words as expect, guess, hear, hope, say, tell, think, and other transitive verbs which, in most instances, take part of a sentence as their object, when the same persons and others would but seldom insert 'that' in talking?

J. S. D.

Answers.—Query (12.) Diagram after Clark's method of the 13th example on page 55 Revised Grammar:



C. H. L.

More upon Query (4.) *Mr. Editor*: Permit me to make my best bow, hat in hand, to you, to my most gracious opponent Pupillus, and to my highly-respected antagonist J. S. D. I totally disown your epithet 'Ishmaelish', and deny all the imputations thereby cast upon me. My hand is not against every man, nor is every man's hand against me. If it is my fortune to remain a correspondent of 'your valuable journal' (ahem! I wonder if that old phrase will tickle him!), I will show that I know how to build up as well as to tear down; and that if I say hard things and severe things, I do it only because space must be made by scythe, and ax, and fire, and pick, and shovel, before the dwelling can have a place to stand.

To Pupillus I answer that I can not admit that the instances cited by me are the result of any inaccuracy of expression, nor do I, in reading which is quite extensive, find the form of expression with which he would compare it except among the most careless of newspaper or magazine writers. What I claim I will more fully show in reply to J. S. D.

My dear friend J. S. D., or Mr. Sycamore, as I first knew you, let me humbly correct you on a personal matter. I never thought of calling you a 'benighted old foggy', for I never believed you to be one. If you will read again you can see that I applied the term 'benighted' to the French, Spaniards, and Italians, who vary from your rule so much more than I should. If you will make yourself an 'old foggy' it shall be your own work, and not mine.

But to business. I think you misapprehend both the point which I aimed to make and my method of reaching it. That shall be reckoned the fault of my own self, and my haste. You start with the proposition, 'on the authority of Webster and the grammarians', that 'the ordinal numbers in our language should be used to express order'. (*Teacher* for June, page 232.) And since we are to be critical, I will object to the use of the term 'ordinal numbers'. There are no such things, although Webster, and Worcester, and I know not how many more, use the term. Take any definition of number given by either of these authors and test the expression by it, and you will see that it is simply a blunder. 'Numbers are', as Gould Brown says, 'words that tell how many'. Now what these gentlemen call an 'ordinal number' never tells how many, but only which one of a numbered series. They should have said, with Brown and Fowler, 'ordinal numerals'. And if our lexicographers begin with such a solecism, they injure their own authority. I see that I seem to have followed them myself in one instance.

I claim only that while it is true that the ordinals are generally used to express which one of a series, it is also true that by the usage of the language the cardinal numerals are frequently used instead of the ordinal numerals. To prove this I first showed that there are cases where no one thinks of using the ordinal term: namely, to denote the year of the era and the hour of the day; 'the year 1860', 'ten o'clock', etc. You say 'the year of the era is the only *universal* application of the rule inquired after that I think of now': I suppose you meant to say 'universal exception to the rule stated'. you admit that there *may* be others sanctioned by good usage, and I claim that others *are* sanctioned by good usage. Therein lies the difference between us.

If it be a question merely of observation of usage, I must say that my experience is precisely opposite to yours. I claim to be a critical observer of the language of others, and I very frequently hear from the lips of the best speakers just such expressions as I contend for. And I never heard any one but a pedant

or one who tried to be over-nice in the use of language say '*number first, number second*', etc., and I again deny that they belong to the language, and challenge J. S. D. or any one else to produce examples from our standard literature. I have heard volumes, pages, sections and chapters referred to by the cardinal terms so frequently that I claim the rule is almost universal that we should use the cardinal numeral when it is to follow the noun in such cases. In my reading I constantly find such expressions as page 95, page 107, page 265, etc.; very rarely do I meet with page 46th, page 105th, and the like. The reference to sections and chapters is in a majority of cases by the cardinal numeral expressed in figures, but the ordinal form after the noun (Chap. 18th, Sec. 47th, etc.), is more frequent than similar reference to pages. The words *book* and *volume* are more likely still to have the ordinal term after them than any one of the others. 'Book first', 'Volume second', etc., are more common than any other form of expression, though I have often heard the other form.

I took up our School law: I found in § 71 the words "section sixty-eight of this act"; in § 81 we find "section number sixteen in every township"—"part of section number sixteen"—"in which there is no section number sixteen". I do not present the Illinois Legislature as a standard authority in literature, though it esteems English Grammar of the ordinary bogus stamp higher than I do; but those examples represent the usage of gentlemen of the legal profession, as I certainly know; a usage almost universal among them. I turn to a line from a gentleman who is a scholar. The October circular of our State Superintendent, on page 18, has this title-line: "Section forty-two—last clause". Throughout the circular every reference to page or section which is made with the numeral term before the noun uses the ordinal; and in no case is the ordinal used after the noun except when a date is given, as 'October 1st'.

But we will take something nearer an *authority* than our scholarly State Superintendent. Of De Quincey it was said by Prof. Wilson, the 'Kit North' of Blackwood, that in his writing "the *best* word always comes up". No writer is better *authority* for good English. In the 'Note-Book' (page 105), I find written "we are only at page six or seven". In another instance (the reference to which I have lost), he writes "page one". These are the only instances in which I have found a page-reference in words with the numeral after the noun. I do not, then, doubt that when he in other places wrote 'page 1'—'p. 5'—'page 10', he would have said 'page one'—'page five'—'page ten', and that similar rendering should be given to all similar references. So when I find him writing on different pages 'Letter 92—56th letter—letter the 6th', I think he would have read the first 'letter ninety-two'.

My reference to French, Spanish and Italian was misunderstood by J. S. D. I cited those instances only to show that it is not a universal law of language that ordinals shall be used to express order. I would not say *March two*, because it not good English; I do, with De Quincey, say *page six or seven*, because that is good English. And on all questions I appeal from the dictionaries and grammars which are by men who only *write about English*, to the authors who *have written English* itself.

Next month I will talk to J. S. D. about his mistake respecting 'four foot measure—ten foot pole—three year old', etc., which when properly printed (four-foot, ten-foot, etc.) are correct.

WESTMAN.

LOCAL INTELLIGENCE.

CARROLL COUNTY TEACHERS' INSTITUTE met at Savanna, Monday, Sept. 17th, and effected an organization. Few teachers being present, the meeting adjourned to meet Tuesday, at 9 o'clock A.M.

Second day.—Quite a number of teachers being present, Dr. DeWolf took the chair, and T. H. Eddowes was appointed Secretary *pro tem*. The day was occupied in drills, discussions, etc., as were the following days till the close of the Institute on Friday evening, with occasional essays, lectures, etc. Essays were read by Mrs. Shaw, on the study of the Natural Sciences; by Mrs. White, 'We all wear Spectacles'; by Mrs. Frohock, 'Practical Knowledge'; and by T. H. Eddowes on 'The practice of Intimacy in the Profession of Teaching'; lectures were given by Mr. J. Shaw on 'Silence'; by Rev. Mr. White, 'Perseverance'; by W. W. Davis, of Sterling, 'The Claims of Literature in the School-room'; and by Mr. Gow, of Dixon, on 'The Respective Duties of Parents and Teachers'. Messrs. Gow and Blackmer took an active share in the exercises of the Institute on Thursday and Friday.

The following resolutions were made the basis of discussion during the session :

Resolved, That pictorial illustration in the school-room is beneficial in imparting education.

Resolved, That corporal punishment should be abolished in schools.

Resolved, That all teachers should cultivate the talents of their pupils in composition and declamation.

Rev. O. D. W. White was elected President, Mrs. F. A. W. Shimer Vice-President, and D. G. Cook Secretary; and it was voted that the next Institute be held at Mt. Carroll, commencing on the second Monday of November, 1861, and that C. B. Smith, of Mt. Carroll, be appointed a committee to solicit an appropriation from the Board of Supervisors, for the purpose of helping to defray the expenses of securing the services of a person qualified to conduct the same, and to procure good lecturers.

CHAMPAIGN COUNTY.—The *Central Illinois Gazette* of Oct. 10th says:

"The Champaign County Teachers' Institute held its annual session in this place [Champaign] during the past week, and the occasion has been one of unusual activity to all of our citizens interested in educational matters. The attendance both of teachers and people was encouragingly large. We regret that the pressure of other affairs, political and otherwise, prevented us from being constantly a witness of the proceedings of the Institute, but we saw enough to convince us of its utility and importance. Among those who contributed actively to the interest of the occasion we take pleasure in mentioning the Hon. Newton Bateman, State Superintendent of Public Instruction; our own County Commissioner, Mr. Leal; Mr. Truesdell, Principal of the school in Champaign; Dr. Crain and Professor McKown, of Champaign; Mr. Sherwood, of Chicago; Mr. Coffin, of Urbana, and a large number of our lady teachers.

COOK COUNTY TEACHERS' INSTITUTE met at Junction Grove, six miles south of Chicago, on Monday, Oct. 3d, and was in session five days: more than fifty teach-

ers were in attendance, beside many friends. The exercises were of the usual character, and the printed report does not show any thing of special interest in them.

Lectures were delivered by Rev. Dr. Skinner on the subject 'Greatness self-achieved'; by Mr. Wells upon the principles of Grammar; by Hon. John M. Gregory, State Superintendent of Michigan; by Mr. Eberhart, 'Thoughts on Education', and by Dr. Lowell Mason upon teaching music. He dwelt long upon the point that a taste and an ear for music should be cultivated before the science can be taught advantageously.

The annual meeting next spring is to be held at Chicago.

DUPAGE COUNTY.—The Institute was to meet at Wheaton Oct 3d; but so few were in attendance that, after waiting until the 5th, a little business was transacted, and the faithful few who were at the appointed place adjourned.

EFFINGHAM COUNTY TEACHERS' INSTITUTE held its first annual session at Mason, commencing Sept. 24th, and continued during the week. Simeon Wright was with us one day. All were sorry that he could not remain longer. T. R. Leal, of Urbana, came Tuesday, and remained until the close, cheering us on, instructing and interesting and working with his usual energy and zeal. The attendance was quite large. There were about twenty teachers present, and a goodly number of the citizens in attendance during the day, and each night the church was filled with an attentive audience. The usual drill exercises occupied each day, and lectures, essays and discussion the evenings. The lectures were by Messrs. Wright, Leal, Brewster, and Sperry. The Essays read were 'Moral Effort', by Miss Rinehart; 'Utility', by Miss M. Leetone; and 'The Old-Fogy Teacher', by Miss Blair. A paper containing articles prepared by the Ewington ladies and gentlemen was read by Misses E. Leetone and Baldwin; also some of the articles of the *Students' Casket*, edited by the scholars of the Mason school. The room was adorned by Mitchell's Outline Maps, and Cutter's Anatomical Plates, and other things pertaining to the school-room. They were also used. When we consider that one year ago such things as Teachers' Institutes were unknown and unheard of by one-half of the people of the county, the prospect is quite cheering for the cause of education in the county, for the people are evincing much interest in them, as shown by their attendance. The following resolutions passed that were not of a local character.

Resolved, That we extend a special invitation to the school officers in our county to attend our Institute, and judge for themselves of the abilities of those who are to be employed by them as teachers.

Resolved, That we, as teachers, recommend the use of Webster's Unabridged Pictorial Dictionary in our schools.

Resolved, That vocal music should be taught in our common schools.

Resolved, that our warmest thanks are due Mr. Simeon Wright, of Kinmundy, and Mr. T. R. Leal, of Urbana, who are now, as ever, found at their posts, active and energetic in their endeavors to advance the cause of education.

Resolved, That we acknowledge the incalculable benefits we have derived from an attendance at the Institute, and feel convinced that were the teachers to understand its objects fully none would absent themselves.

The following was then presented by Dr. Vandever, and after a little discussion carried:

Resolved, That our warmest thanks are due to our worthy School Commissioner for his absence from our Institute, and for his new system of examining school-teachers.

I will just remark that our County Commissioner has been invited to attend

our Institutes and help us at them, but has not, or even deigned to reply; and after giving a lady a certificate without asking a single question, he passed her the *whisky jug*.

Thursday there was an election of officers for the ensuing year.

The next regular meeting is to be at Ewington, commencing Dec. 24th, and continuing during the week. J. W. Filler, D. Rinehart, and W. J. Boyce, Executive Committee.

A. N. DENNY, President.

W. J. BOYCE, Secretary.

[Our thanks are due to our friend Mr. W. S. Johnson for the above report. We think there will be a better School Commissioner in Effingham after the next election; it not unfrequently happens that a bad officer is the best incentive to the election of a good one.]

JOHNSON COUNTY.—We quoted a statement last month from the *Union County Record* respecting an engagement entered into by the School-Directors of Johnson County to employ no teachers of northern birth, on political grounds. We hoped that the statement might be disputed. We know no politics in school matters, and wish that sect and party might for ever be kept out of school; and we can not but condemn either teachers or school-officers who bring them into it. The *Johnson County Enquirer* cites the article from the *Record* (which is in a county not much higher by its own standard of conduct) and comments thereon as follows, in defense of its county and friends:

The above 'sage' (?) article we clip from the *Union County Record*, which tallies well with the strain of abuse, heaped upon the citizens of Johnson county, by political preachers, Republican electors, and correspondents of the *Press and Tribune* and other papers of like ilk, under various *nommes de plumes*, merely to screen the utter insignificance of little, 'eight-by-ten', Yankee school teachers and sore-legged preachers, who, failing to compensate their employers in a professional way, for the want of brains, essay to pay for their 'grub' by vilifying the very persons who have snatched them from starvation.

We here state, for the benefit of the Solomon who presides over the *Record*, that the directors have heretofore indiscriminately employed every teacher who proved competent, irrespective of politics or birth-place; but they have found that *in every instance* the northern teacher has prostituted his profession to the vile trickery of teaching politics in school. To such a course our citizens, being sensible men, object. They are opposed to politics forming a branch of common-school education, and a Democrat who would presume to pursue such a course in the school-room, would immediately receive 'tramping papers'.

KNOX COUNTY Teachers' Institute will meet in Oneida on Thursday, the 22d instant, and remain in session three days.

LIVINGSTON COUNTY INSTITUTE met at Nebraska, Sept. 24th, and continued through the week.

The exercises were under the charge of A. J. Anderson, of the *N. W. Home and School Journal*. Mr. Anderson lectured one evening on Graded Schools; Joseph Eberhart discoursed of 'The Mind Plant', on another; Mrs. Cutler of Physiology on a third; and we talked of Primary Instruction on the last evening. As we heard none of the lectures except the last during the session, we will say nothing of them beyond remarking that we noticed that the lady's lecture had set them thinking and talking of matters of health and duty to the physical nature. We were present during the exercises of one day. Some thirty teachers

were present and quite enthusiastic. It was a small Institute, but the Commissioner I. Whittemore, may remain assured that, though Livingston County has as yet few fully-organized schools, her Institute has not been equaled this fall in some counties where better things were to be expected. The people of the region turned out in goodly numbers for the evenings. Livingston is a new county in its development. The place where the Institute was held does not appear on the map. Leaving Minonk, a station on the I. C. R. R., and going eastward some eight miles through open prairie where neither crops nor stock nor gardens nor houses have surrounding fences, there will be found a large school-house a half-mile from any house, and with all surrounding improvements the work of the last three years. Five townships in a row, east and west, are without fences, three east of Minonk and two west. In some places there are ten townships in a row, north and south, with a 'no-fence law'. The deer range the corn, and cattle are herded or tied up. This has prevented the keeping much stock, which has made the farmers directly dependent on their plowed ground for increasing wealth. Some raise as large crops as those who have fenced fields, but they do not get such aid from the wild grass as in regions where the crops are fenced. It is difficult to get the teachers of a county together at a point where no public conveyance comes within eight miles, and where they must scatter for a distance of three or four miles from the place of meeting to get their meals and lodging. It seemed, however, that the Association deemed itself unworthily treated in one of the towns of the county, and therefore accepted an invitation to go out into the raw prairie. They certainly had no reason to complain there, and we have seen less zeal and fewer teachers present at an Institute held in favorable weather, in a large place accessible by railroad from four directions. The next Institute will be held at Fairbury, where a new house is being completed for the use of a graded school.

The Board of Supervisors had made an appropriation for the Institute, and Mr. Whittemore, we learned, was visiting the different schools of the county. B.

LEE COUNTY INSTITUTE met at Dixon Oct. 17th, and closed on the 19th. Drill exercises were exhibited with the classes of the schools by Mr. James Gow and Miss Martin, and such quickness and rapidity of work shown as led some teachers to think it was an injurious speed. J. Monroe, School Commissioner, presented modes of teaching Arithmetic; A. M. Gow, Geography; ourself, Grammar and Reading. J. T. Read presented modes of Spelling-Exercises, and various incidental exercises and discussions occupied other time. On the evening of the 17th W. S. Wood, of Dixon, delivered a plain, common-sense address of thirty-five minutes in length, which was followed by a 'few remarks' to the teachers by the Commissioner, occupying *seventy* minutes. Some thought it was of the 'spread-eagle' order of oratory. On the evening of the 18th Mr. Fuller, of Amboy, read a very pleasant poem, giving some good hits at various school matters. On the same evening an animated discussion took place in regard to having 'half-hour recesses', or recesses each half-hour. The question was finally laid on the table. We shall have occasion to speak of this again. On the evening of the 19th we addressed the Association and the citizens of Dixon upon the failure of our schools to reach the sunken class of community. The Institute numbered not thirty active teachers, while Lee County employs about one hundred and

thirty. The teachers of only two or three towns were present, with individual teachers from a few country districts. Why was this? We answer, partly because there was no fund to carry on the Institute and no arrangement could be made in advance for drill exercises. No one could be employed from abroad, and the work must be done *gratis* by such as might come together. This may do in *organizing* an Institute, but is a poor standing for it when seven years old. An effort will be made to have the Board of Supervisors make an appropriation for Institutes, as is done in some other counties.

We were sorry the Institute could make no music. We had no singing, but had to depend on the brass band for music.

We were glad to have opportunity to see more of the working of the system of our friends (Gow. Their schools are noteworthy for system, speed and accuracy in class-work and *knowledge of Bible history*. No small zeal has been aroused among the pupils in Natural History, and a respectable cabinet is in the High School. Dr. Everett, one of the Directors, has a cabinet probably surpassed by only one or two collections in the State in the hands of private individuals. It is almost wholly the result of his own work in gathering, few specimens being from distant localities. Of these things we have taken notes, and shall speak again probably. The Institute passed a resolution urging the teachers of the county to a more vigorous support of the *Illinois Teacher*. Much amusement was created by the criticisms. The Commissioner acknowledged errors in the following *classic* language: "Them ar criticisms means." B.

[We received a copy of the proceedings from the Secretary, Mr. John V. Thomas, for which he has our thanks.]

MACON COUNTY TEACHERS' ASSOCIATION met Tuesday, Sept. 18th, in Powers's Hall, Decatur, C. C. Burroughs, Vice-President, in the chair. After the organization was perfected, the Association was addressed by Rev. Wm. S. Crissey on Intellectual Culture; after which new members were received.

The session was continued until Friday afternoon, with exercises of the usual character. Lectures were given in the evenings by J. K. Pickett, Superintendent at Decatur, on the Teacher's Responsibilities, and by Pres. O. S. Munsell, of Illinois Wesleyan University, on the Education of the Masses. During the daily exercises lectures—some times brief—were given on Grammar, by Mr. Russell; Reading, by Mr. Park; Teaching and School Government, by Mr. Pickett; Uses of Natural History, by Mr. Davis; History, by Mr. Ryan; Physiology, by C. H. Whitney; and Algebra and its Application to Business Affairs, by Mr. Tawney.

On Wednesday evening the Association resolved itself into a Teachers' Experience Meeting. A number of teachers gave their experience in their calling. On Thursday, the afternoon session was occupied in the examination of teachers by a committee appointed by the School Commissioner, consisting of Messrs. Pickett, Kinney, Tawney, and Gastman. There were eleven applicants, seven of whom received certificates.

Among the resolutions adopted were the following:

Resolved, That the teacher's profession would be much elevated, and the cause of general education in the State much advanced, by such a change in the School Law as to enable the County School Commissioner to grade teachers' certificates by varying the time for which they are given in proportion to qualifications.

Resolved, That teachers should adopt as far as possible a course of professional reading, and we

recommend, especially, the *Illinois Teacher*, as a periodical worthy of the patronage and essential to the intelligence and proficiency of the teachers of our State.

For the next year Capt. J. S. Post was chosen President, and the time of the next meeting was fixed on the first Tuesday of April, 1861.

[We have to thank our friend Mr. E. A. Gastman, jr., for a copy of the proceedings from which we have made our abstract.

MERCER COUNTY INSTITUTE.—The annual meeting of the Mercer County Teachers' Institute was held, according to previous notice, at Ohio Grove, commencing on Monday, September 17th, 1860, at 2 o'clock p. m., and continued through Friday. During the session thirty-four members were in attendance, from nine places. The School Commissioner, Rev. J. S. Poage, presided.

Exercises of the usual character were steadily attended to for most of the time, and one exercise in Phonography, by S. B. Atwater, had place. Lectures entitled 'Mind Plant' and 'True Life' were delivered by Mr. Eberhart.

Among the resolutions we find the following:

Resolved, That the annual session shall not be less than *three weeks* in duration.

Resolved, That the next annual session commence on the third Monday preceding the first Monday of September, 1861.

Resolved, That SCHOOL DIRECTORS should *require* teachers in their employ to attend Teachers' Institutes.

Resolved, That it is injurious to the health of both teacher and pupils to remain in school more than six hours per day.

It was resolved that the next semi-annual meeting be held at New-Boston, on the first Monday after the 15th of February, 1861, and that the annual session be held at Aledo.

The following resolutions are such evidence as we like to see of the estimation in which good school-officers are held.

Resolved, That we, the teachers of Mercer county, appreciate the *untiring* labors of our School Commissioner, Rev. J. S. Poage, and that we express to him our sincere thanks for the aid he has afforded us in our profession, and for his self-sacrificing and able efforts to raise the standard of education in this county; and be it further

Resolved, That a committee of three be appointed to wait on the Supervisors of this county, at an early session, and lay before them the propriety of an appropriation to remunerate him for his services in visiting and superintending schools of this county, and also for an appropriation for defraying the expenses of our next annual Institute.

We have obtained our account of the meeting from that very excellent paper, the *Aledo Record*.

OGLE COUNTY TEACHERS' INSTITUTE assembled at Mount Morris on Tuesday the 23d of October, and organized by the choice of W. S. Pope, Mount Morris, President; D. C. Sears, Grand Detour, Vice-President; J. Page, Polo, Secretary.

On Wednesday, Prof. O. C. Blackmer, of Rockford, took charge of the Institute, and, with the assistance of other teachers, conducted the exercises in various branches of school duties. The evening session was opened by music and select reading by members of the Institute, followed by a lecture by Hon. Newton Bateman, on the subject of School Government.

The principal feature of Thursday's session was the exhibition of a class of very small scholars in Geography, by Mr. I. H. Allen, of Mount Morris, with use of outline maps. In the evening Rev. J. H. Vincent was introduced as the lecturer. Subject: 'The Teacher's Time-Table'. It was an eloquent exposition of the results which may be accomplished by every one by the judicious use of the 'Seraps

of Time'. None could listen to it and not feel that they had lost too much time, from want of a systematic division of it.

Friday's session was crowded with the work which should have occupied weeks. Among other things there was a decided expression of opinion on the part of the teachers in favor of continuing the next session of the Institute two weeks at least, in the form of a model school. Prof. Blackmer also introduced the subject of Inventive Drawing, and showed its utility. The evening session was somewhat clouded by disappointment in not having a lecture as expected, but in its stead the Institute was resolved into an 'experience meeting', in which several teachers gave an account of their experience both as teachers and scholars.

Several resolutions, principally of thanks to Prof. Blackmer, Mr. Little (the School Commissioner), and the lecturers, were adopted, and the Institute adjourned, the members attending a sociable at Rock River Seminary.

We are indebted to Mr. Page, the Secretary, for materials for our sketch. Mr. Page says: "Thus closed what was acknowledged to be the best Institute ever held in the county. The want of time for the discussion of those subjects which are intimately connected with the science of teaching was severely felt. The attendance of teachers was very small, from various reasons. It seems wonderful that teachers who aspire to eminence in the ranks should suffer political excitement to draw them away from such a place. Indifference to the subject is unpardonable, and yet many of our teachers care for none of these things. They are not teachers; they are only school-masters. It is to be hoped that our future meetings will be much better attended."

RICHLAND COUNTY.—The teachers of this county have recently effected an organization which they intend shall be permanent. They had fifteen members to begin with, and appointed a county meeting on October 27th.

STEPHENSON COUNTY INSTITUTE met at Freeport, Monday afternoon, October 8th, H. C. Burchard, School Commissioner, presiding. After preliminary business and organization, Messrs. A. A. Crary and O. C. Blackmer were appointed conductors. The Institute remained in session until the close of Friday afternoon, and had the names of forty-eight members enrolled. During the session lectures were delivered by Mr. Lyon, of Rockford High School, upon the Duties of Teachers and the Elements of Success; by Mr. Blanchard, of Dunleith, upon the Errors and Peculiarities into which the Occupation of Teachers leads them; and by Mr. Kerr of Roseoe.

Beside exercises of the usual nature, Mr. Blackmer drilled the Institute in Mental Arithmetic, in the following manner: The teacher reads the example and calls upon four of the scholars in succession. No. 1 gives the answer. No. 2 repeats the example exactly as given by the teacher. No. 3 gives the reason by which he arrives at the answer; and No. 4 gives the conclusion. This method is found to require the fixed attention of the mind upon the simplest examples, and thereby to be a very excellent mental drill.

Discussions were had upon the propriety of allowing both sexes to have recess at the same time, and upon the propriety of abolishing 'corporal punishment' from our schools. The majority of the teachers were of the opinion that it could not be entirely dispensed with, though some forcible arguments were brought against it.

On Thursday morning Prof. S. Wright commenced the exercises of the Institute, saying that he had met the teachers of two Institutes of Stephenson county, but he saw very few faces here that he had seen before. This he said was owing to the low wages and want of permanency of the teacher's situation. He reasoned at some length on the disadvantages and folly of changing teachers every term, and said he wished he could call the attention of Directors to it. He also said that the country districts ought to be much larger, and organized on the same plan as our city school districts, and alluded to the fact that this plan was in successful operation in Ohio. The same day the Institute visited the public schools of Freeport.

Friday morning and part of the afternoon were passed in an examination of candidates for a teacher's certificate by the School Commissioner, aided by the Examining Committee.

Among the resolutions adopted were the following:

Resolved, That the good of education and the welfare of teachers requires us to extend to each other more than the common courtesies of life, together with a lively sympathy in all the trials we must necessarily meet as incidental to our profession.

Resolved, That this Institute can see no difference between the intrinsic value of male and female teachers, and think services of equal work should be equally paid.

Resolved, That nature intended mothers to be the first teachers, and we think it inexpedient to admit a child under five years in our common schools.

Resolved, That, teaching being a profession of as much honor as any of the so-called 'learned professions', the teachers of Stephenson county deem it their duty to insist upon liberal salaries.

Resolved, That school should be opened in morning by prayer, or reading a chapter in the Bible by the teacher.

The Executive Committee was empowered to call the next meeting, and the Institute adjourned.

[The Secretary, Mr. C. F. Bentley, of Freeport, transmitting to us a copy of the record of proceedings, says that the teachers of Stephenson are not half awake to the importance of attending the Institute. Of the forty-eight enrolled twenty-seven were from Freeport. Those who were there seem to have had a very interesting meeting, which fact may secure a larger attendance next time.]

TAZEWELL COUNTY.—We see by a letter in the *Tazewell Register* from Mr. Parker, of Washington, that the Tazewell Institute was not held at the specified time. This failure Mr. Parker ascribes to the prevailing political excitement.

WHITESIDE COUNTY TEACHERS' INSTITUTE was held at Fulton during the week ending September 1st. The lecture system was adopted in conducting the exercises; that is, the one appointed to a certain branch talked about it for half an hour, discussing its principles or setting forth the best methods of teaching it, after which 'General Convention' ensued, when any member was at liberty to have his say. The usual common-school studies were thus taken up—the instructors being composed entirely of our own members.

We were honored with the presence of Mr. Bateman, State Superintendent, who delivered two splendid addresses for us—one on 'School Government', the other 'Graded Schools'. Mr. Hovey, Principal of the State Normal University, was also with us one morning. The remaining addresses were by our own members, as follows: 'We work for our pay', by Mr. Wright, of Sterling; 'The Teacher's Inquiry at the Oracles of Nature', by Mr. Parker, of Sterling; 'Character as an Element in Education', by Mr. Van Duyne, of Como; 'The Claims of Literature in the Common School', by W. W. Davis, of Sterling; 'Change, not always Reform', an Essay by Miss Eunice E. Coe, of Jordan.

The following resolution, important as changing the nature of the Institute, was adopted:

Resolved, That the next session of the Whiteside County Teachers' Institute continue two weeks, the expenses of the same to be sustained by the members thereof, and that competent instructors be employed to conduct the exercises, who shall be satisfactorily remunerated for such services.

A vote of thanks was given the citizens of Fulton for their unwearied attentions in making our stay agreeable. The attendance of teachers was quite good, and a spirit of harmony and intelligence characterized the proceedings throughout.

W. W. DAVIS, Sec'y.

[The Editor thanks Mr. Davis for his courtesy, and must apologize for the delay in the publication. It was overlooked in the preparation for the last number.]

WINNEBAGO TEACHERS' INSTITUTE.—The Winnebago County Teachers' Institute assembled at Roscoe on Monday, October 1st, and continued in session till Friday, October 5th. There were a large number of teachers present, and we are happy to say most of them are 'live teachers'. We are satisfied that 'this meeting and shaking of hands' with fellow teachers has been profitable to all who have met, and each teacher will go to his or her school-room more determined and better prepared to perform their duty.

The following resolutions expressive of the sense of the Institute were adopted:

Resolved. That we feel very grateful to Rev. Mr. Johnson and Seely Perry, of Rockford, for the very instructive lectures with which they have favored us.

Resolved, That we consider it not only the privilege, but the duty, of every teacher to subscribe regularly to some educational periodical.

Whereas, We learn from our School Commissioner that there are no pupils in our Normal School from Winnebago county; and whereas, we regard Normal instruction as the most efficient aid in fitting properly the teacher for his work; therefore,

Resolved, That we most earnestly advise those who contemplate teaching, as a profession, to avail themselves of the privileges extended to this county.

Resolved, That we as teachers have been benefited in attending this Institute, and we go to our labors refreshed, encouraged, and strengthened in our purpose to elevate the standard of common schools.

FRED. G. ENSIGN, Sec'y.

[We are indebted to the Secretary for this report.]

PICKET.—Mr. J. K. Picket for many years the efficient Superintendent of the Schools at Alliance, O., has been appointed to the same office in the flourishing town of Decatur, Ill. We regret to part with Mr. P., but congratulate our friends in the Prairie State on gaining so good and successful an educator.

Ohio Educ. Monthly, October.

ENTERING NORMAL UNIVERSITY.—The School Commissioner in a certain county advertises for candidates to present themselves for certificates of scholarship to attend the Normal School. He states that they can come at any time till the first Monday of December, while he states also that the regular time of admission to the institution is at the beginning of the fall term.

Does he expect that candidates receiving certificates the last of November will enter 'at the beginning of the fall term' of the same year or that they will 'hold over' and enter in September 1861?

HOW TO 'PUFF' BOOKS.—A certain School Commissioner in noticing a school in his county speaks of the name of the teacher being a sufficient guaranty of the character of the school, and goes on to tell how much better that teacher would be if he knew a little better about a certain set of books which receive quite a *puffing* over the back of this teacher who prefers others. *

GALENA.—The *Northwestern Gazette* says: "In conversation with Prof. Blackmer, of Rockford, who recently visited the schools of this city, he expressed himself highly pleased with them, and said that Galena has the best and most hard-working corps of teachers, taken as a whole, that he has found in any of the western cities which he has visited. This coincides with our own opinions; and our citizens, who feel a pride in our public schools, will be pleased to know that strangers deem them worthy of such a testimonial. It is well, also, that the community should be reminded of the fact that our teachers merit encouragement and commendation, and we hope that their labors will be more fully appreciated by our citizens."

That is a good text: *encourage your teachers*; if they do well, see them often enough to know it and to let them see that you know it: but don't give them compliments which have no heart in them.

STRANGE QUESTIONS.—Among the questions given for discussion in the programme of a recent Institute is the following: "Is it desirable that good teachers be permanently retained?" and also another, which we should think would receive a prompt negative in any county where the first will be thought of for discussing one moment, "Does the teachers' profession offer sufficient inducements to make it desirable as a life-long occupation?" This county is in Northern Illinois, not down in so-called Egypt. *

ROCKFORD.—The east wall of the large stone school-house on the east side of the river at Rockford was taken down and rebuilt during the past summer, as it had become unsafe. *

B O O K N O T I C E S .

THE PHILOSOPHY OF NATURAL HISTORY. By John Ware, M.D. Prepared on the plan, and retaining portions, of the work of William Smellie. Brown & Taggard, Boston. 12mo. pp. 448.

Smellie's work was published about seventy years ago, in accordance with a suggestion of Lord Kames, and was used considerably during the early part of this century. In 1824 it was revised, an introduction was substituted for Smellie's two introductory chapters, and the remainder of the book was somewhat changed. In this form the book has been a popular text-book, and was republished in Great Britain. A new revision is now before us, which is so entirely recomposed that little more than the plan is to be credited to Smellie, and the book is essentially Dr. Ware's. The Introduction occupies 136 pages, and treats of the General Characteristics of Living Bodies, Structure of Animals and of Man, Subdivisions of the Animal Kingdom, with general views of the several branches of it. The remainder of the volume is occupied with the 'Philosophy of Natural History', which is a general view of the Physiology of the Animal Kingdom: complete statements of physiological details are not within the plan of the work and are not attempted; but it is intended to give views of Natural History which will be

intelligible to the young student and to the general reader, and prepare them for fuller study of the subject.

The excellence of the former work bearing the same title has been universally known, and this book is a great improvement upon the preceding. We see that it brings illustrations from the very latest sources, the works of Livingstone and Kane supplying them frequently. We should delight to renew our acquaintance with the subject by reading the whole book instead of taking a taste here and there, as it is very interesting. It is worthy of use in all our schools.

The publishers have given the work a fine endowment in good printing, binding, and paper, and more than fifty clear illustrations.

TEACHER'S POCKET RECORD. By J. L. Tracy. A. S. Barnes & Burr.

This is a form of Tracy's Record (which was noticed in our last number, page 406), intended for the teacher's pocket, as the larger form is for the desk. Beside the pages with columns for records, it has pages for memorandums, etc.

MANUAL OF HISTORY OF THE UNITED STATES. By David B. Scott. New York: Collins & Brother. Small 12mo. pp. 193.

This little book has been in use about eight years. It is not intended to supplant such histories as those of Willard, Willson, etc., but to give an outline of the history of our country from the earliest discoveries to the election of Buchanan. We do not fancy the question-and-answer style, but a teacher may disregard the questions, and the text is complete without them. The tables of recapitulation are a good feature; and there are several very good maps, excellently adapted to illustrate the history and fix its dates upon the memory. On one of them, however, Lakes Erie and Ontario have changed places. At the close of the book are useful tables and what ought to be in every United States History, large or small, — the Declaration of Independence and the Constitution: the latter has the inevitable questions and some good comments attached to it.

Collins and Brother publish a variety of books, of which they desire to advise our readers by their advertisement in this number of the *Teacher*, and to it we refer all interested.

TREATISE ON BOOK-KEEPING. By Lyman Preston. Revised Edition, 46th. Large 8vo. pp. 280. Collins & Bro., New York.

This is a treatise exhibiting modes of keeping accounts by Single Entry and by Double Entry and is intended for learners of all classes. To the Book-Keeping proper are added many useful forms, and a treatise on Equation of Payments.

We never had occasion to examine this book before, and have taken great pleasure in looking over it. Lyman Preston is certainly a genius. The straight-forward, original and forceful way in which he presents what he has to teach is very piquant and impressive. The treatise is much more than a tractate on Book Keeping: it is full of advice and instruction as to the modes of doing business, illustrated with supposed cases and stories that tend to fix the instruction firmly in the mind. We have repeatedly had to laugh outright at the humorous representation of some dilemma brought about by an awkwardness against which he is giving warning, or at some odd expression which is the vehicle of a principle or a truth which the author means shall not be forgotten. We do not remember to have seen any work which would be so useful to a student without a teacher, or to an inexperi-

enced person: and if suitable to such, it is good for all others. The discussion of the form of entry 'Sundries Dr. to Sundries', that great puzzle to all beginners in double-entry book-keeping, is a short but noteworthy instance of Mr. Preston's quaint good sense and clearness.

ASTRONOMY AND ASTRONOMICAL GEOGRAPHY, WITH THE USE OF THE GLOBES. By Emma Willard. A. S. Barnes & Burr. 12mo. pp. 298.

This is a school treatise on Astronomy, which presupposes no further knowledge of mathematics than ought to be given to the higher classes in our graded schools and to pupils not in the higher classes of our academies. We think the study of Astronomy desirable when not allowed to supersede or displace more valuable things, and deem this book well-planned for the purpose of giving the pupil correct conceptions of the relations of the earth to the heavenly bodies. The plan of developing the conceptions of the solar system from the consideration of three spherical systems (those severally distinguished by the planes of the rational horizon, the equator, and the ecliptic) is clearly developed and illustrated.

Mrs. Willard's plan for the use of the book is one which might well be adopted in teaching physiology, chemistry, philosophy, and perhaps other things in our schools. The book is to be used first as a *reader*; "young learners" she says "should in all possible cases be taught to read what they study, and to study what they read": she directs, therefore, that the lesson should be properly *read*, after study as a reading-lesson, the teacher furnishing such comments, definitions, and explanations, as will make it plain that the lesson is understood: it can not be *well* read until it is understood for the most part. Questions should be asked that will test the pupils' understanding of the lesson. It should then be studied for recitation. We used this method some years ago with a philosophy class which was composed of girls who were too apt to commit a lesson to memory without understanding it, and found that it had good effect. We are pleased to see it urged here by a teacher of such experience and reputation.

We accord to the book no little praise for its astronomical excellence and for its skillful presentation of what is wanted. But we must regret that the able author did not give more attention to some associated matters. We find on page 17 the erroneous expression 'circumference of a sphere'. On page 23 the word 'be-littleing'. On page 28 the Book of Job is referred to as evidence of the antiquity of the cultivation of Astronomy, and it is said that the constellation Orion is in that book called by its present name, as also are Arcturus and the Pleiades. But the Book of Job is considered by Dr. Adam Clarke and Moses Stuart, as well as by most of the great philologists of the present time, to be of date as late as the Babylonian captivity, and hence by no means 'one of the very earliest writings of antiquity'; and in the original these Greek names of constellations do not occur; Dr. Clarke says that the Hebrew words might as well have been applied to any other constellations, and that it does not appear that constellations were meant at all. Mrs. Willard's Greek is quite defective: on page 16 we have "Astronomy, from two Greek words, *αστερ*, a Star, and *νομος*, a law. Geography, from *γε*, the Earth, and *γραφειν*, description." Now of these *νομος* is the the only word given correctly. On page 75 we are told "The word ecliptic is not from *ellipse* but from the Greek word *ekliptos*, to *eclipse*." Now there is no such Greek word, and if there were, it could not mean 'to *eclipse*'. The true derivation may be found in either of our great Quarto Dictionaries. The real learning of the talented

authoress and the interest and reputation of the enterprising publishers should secure us from such blemishes, which we hope will disappear from future editions.

A COMPREHENSIVE DICTIONARY OF THE ENGLISH LANGUAGE. By Joseph E. Worcester, LL. D. Revised, with important additions. Boston: Swan, Brewer & Tileston. Large 12mo. pp. 608.

This is substantially a combination of the former 'Comprehensive Dictionary of Dr. Worcester with his 'Pronouncing, Explanatory, and Synonymous Dictionary' of 1835. It contains (we estimate) over 40,000 of the words supposed most to need definition, or to be of disputed pronunciation or orthography. Beside the vocabulary, it gives some discussion of the sounds of the language, rules of orthography, list of words of doubtful or various orthography, and an appendix of Greek and Latin Proper Names, Scripture Proper Names, Christian Names of Men and Women with their signification, over 5,000 Modern Geographical Names, over 3,000 Names of Distinguished Men of Modern Times, Tables of Abbreviations and Signs, Words, Phrases and Quotations in Latin, French, Italian and Spanish, and a Mythological Vocabulary. It will be seen that much valuable information is given beside that proper to a dictionary; the most valuable matters not to be found in other school and small dictionaries are the table of words of doubtful and various orthography (which, however, ought to have been enlarged to include 'traveler, worshiper, canceled, center, theater', as it does include 'defense, skillful, dullness', etc.), the statement of various pronunciations in connection with many words, and the pronunciation of Names of Distinguished Persons. All these are quite valuable. We can not say of the synonymous feature of the work that it amounts to any thing valuable; as we do not see how any one desiring to discriminate in the use of terms can be assisted thereby, except in a few instances. Even those who prefer Webster's Dictionary will find this to contain so much that they may wish to know which is not in any edition of Webster that they will not regret obtaining it, or Worcester's Academic.

EATON'S NEW PRIMARY ARITHMETIC: Easy Lessons in Mental Arithmetic upon the Inductive Method. By James S. Eaton, Instructor in Phillips Academy, etc. Boston: Brown & Taggard. pp. 96.

All the little folks into whose hands this book is put will be delighted with its abundant and well-drawn pictures, and the teachers will find it a superior work for their use. It is admirably adapted to little folks and little minds. We hesitated as we wrote those words, however, because we thought how many arithmetic-mad teachers will be enticed by the real excellences of the book to oppress their primary pupils with the mystery of numbers. But that shall not be Mr. Eaton's fault.

As a sample of Mr. Eaton's ingenious methods of giving interest to a dry subject take the following, from the beginning of Lesson XLI, to which we opened at a venture. A cut occupying half the page gives a farm-yard scene, with barns, carts, harrow, oxen, cows, men, birds, etc., etc. "Look at this lively scene. It is a farm-yard on a bright Spring morning. Mr. Brown and his hired man have yoked the oxen and are going to plow. Two of the boys are going to the field with the horse-cart, and the others are driving the cows to pasture. Old Towser capers before the horse, and the biddies and the birds are as busy as he. Now for a lesson from the picture." Then we have questions about the boys, men, horses, birds, oxen, etc., etc., making a lesson in counting, addition, and multiplication.

THE PROGRESSIVE HIGHER ARITHMETIC. By Horatio N. Robinson, LL.D. New York, Ivison, Phinney & Co.: Chicago, S. C. Griggs & Co. 12mo. pp. 432. 75c.

This work completes the series of arithmetics, consisting of four books, belonging to the Robinson System of Mathematics. It is in its externals a well-got-up book, the printing, paper and binding being unexceptionable, and pleasant to the eye.

In substance it contains the usual matters, treated with some new illustrations and methods. We may some time venture a criticism upon all our Higher Arithmetics, of all authors, to the effect that they are all too much like the so-called 'Practical Arithmetics', and do not deal with what we ought to look for in a strictly 'Higher' arithmetic. It may be said at once that our notion of what a 'Higher Arithmetic' should be differs so widely from that of all others that it is an unimportant personal opinion. We therefore try such works by the common standard. In this book the statements of principles are clear; the illustrations and explanations are apt; and it suggests some new and valuable methods. It gives what we have not seen elsewhere, a method of obtaining all roots by means of extractions of cube and square roots only: the method is simple, and is a beautiful application of mathematical principles. In a less difficult subject we notice given the method of subtracting two or more numbers from a given minuend by one operation. This is not new to us, but we have not seen it in any arithmetic. We wonder that the author did not suggest the application of the same method to the subtraction of a single number.

Dr. Robinson says in his preface, respecting answers to problems and examples, that some teachers want no answers, some would have them at the back part of the book, and others would have them given with the examples. The first plan he considers discouraging to those who are mere learners, and who have not sufficient power in a subject to rely upon themselves: the second plan is in effect like the last, as the pupil turns at once to his list of answers: and the third plan allows the pupil to become careless and rely entirely upon the text-book for evidence of the accuracy of his work; and he thus loses habits of self-reliance and patient investigation. Dr. Robinson therefore takes none of these plans, but, like Dana P. Colburn, and like Mann and Chase, gives answers to a part of the examples.

We might well add to Dr. Robinson's reasons for giving answers this one: that mathematical writers are not, as a class, remarkable for the accuracy of their language; and we have in many instances been obliged to ascertain which one of two or more possible meanings was an author's by reference to his given answers.

WEBSTER'S COUNTING-HOUSE AND FAMILY DICTIONARY. Abridged from the American Dictionary of Noah Webster, by Wm. G. Webster assisted by Chauncey A. Goodrich, D.D. 8vo. pp. xxxi and 490.

This work contains, beside the Vocabulary, brief preliminary treatises on Pronunciation and Orthography; Tables of Greek and Latin Proper Names, of Scripture Proper Names, of Modern Geographical Names, of Proverbs and Phrases from the Latin, French, Italian, and Spanish, and of Abbreviations; a brief Mythological Dictionary; Scripture Names of Persons, with their signification; Tables of Moneys, Weights, and Measures, of all commercial countries; Value of Foreign Currencies; and Table of Currencies, Rates of Interest, and Collection Laws, of

the several States. Most of these things do not belong to a Dictionary proper, but, being desirable information, are added to it to make it a sort of cyclopedia.

In this volume great pains are taken to make the definitions fuller and better than is common in small dictionaries, and this effort gives character and value to the book above others. Another special feature is the discrimination of synonymous words, by Dr. Goodrich, which, though brief, too brief for completeness, is useful, being on the true plan. The subject of Pronunciation has been reviewed, and improvements upon Dr. Webster's plan have been made in some important points; particularly in the recognition of the distinct and peculiar sounds of *a* in *fare* and in *pass* as distinguished from those of *a* in *fame* and in *part*. The remarks on pronunciation are very good: teachers will find them useful for reference.

A HIGHER ARITHMETIC, embracing the Science of Numbers and the Art of their Application By A. Schuyler, Prof. Math. (elect) in Baldwin University. New York: Sheldon & Co. 12mo. pp. 427. Sheep, 75c.

"What! another arithmetic!" we said on opening the wrapper in which this book came to us; "there are already so many really good books on this subject that we know not which we should choose now if organizing a new school; surely there is no room for another." But this has proved so original and so interesting to us that we shall more than pardon Prof. Schuyler for making it; and as it comes nearer to being what we think a Higher Arithmetic should be than any other of the dozen recent works which we have examined, the author and publishers will please excuse us if we postpone further remarks upon the book until we can speak of it more fully.

OBJECT TEACHING AND ORAL LESSONS ON SOCIAL SCIENCE AND COMMON THINGS, with various illustrations of the Principles and Practice of Primary Education, as adopted in the Model and Training Schools of Great Britain. Republished from Barnard's American Journal of Education. New York: F. C. Brownell. Chicago: George Sherwood. Large 8vo. pp. 434.

Here are seventeen papers selected from Barnard's Journal written by various authors; and being thus brought into one volume they are placed within the reach of teachers who have never thought of being able to get the Quarterly Journal itself. The following are the titles of the papers: I. School-Houses and their Equipment. (20 pp.) II. Oral Lessons on Real Objects. (28 pp.) III. Specimen Notes of Lessons. (8 pp.) IV. Gallery Training Lessons, Orally presented, on Natural Science and Common Things. By David Stow. (37 pp.) V. Knowledge of Common Things, and Prize Schemes for its advancement among Teachers. (12 pp.) VI. Necessity and Progress of Elementary Instruction in Economical Science. (11 pp.) VII. Subjects and Methods of Teaching, in Reference to the Prevention of Misery and Crime. (17 pp.) VIII. Elementary Education in Ireland. (22 pp.) IX. Subjects and Methods of Primary Education as presented in the Model Infant School, Dublin. (50 pp.) X. Organization and Instruction of the National Schools of Ireland. (10 pp.) XI. Elementary Education in Scotland. (14 pp.) XII. Subjects and Methods of Early Education. (65 pp.) XIII. Methods of Instruction—General Principles. (27 pp.) XIV. Lesson on Color. (2 pp.) XV. Elementary Education in England. (32 pp.) XVI. Normal School of the British and Foreign School Society. (25 pp.) XVII. Plan of Organization and Instruction in the Model Schools of the British and Foreign School Society. (54 pp.)

It is generally better to give the bill of fare than to try to describe the feast ; so we give the Table of Contents of the volume instead of using adjectives in the predicate to set it forth. It is as full of instruction for our Illinois teachers (and those of other States no less) as an egg is of meat.

LEWIS'S NEW GYMNASTICS AND BOSTON JOURNAL OF PHYSICAL CULTURE. Vol. 1, No. 1 ; November, 1860. Monthly, 16 pages. \$1.00 a year.

At the American Institute of Instruction this year Dr. Lewis introduced to the Institute a new system of gymnastics and physical culture, of which he is the inventor. The reports of the meeting show that he excited unusual interest in his plans. The journal named above is edited by him, and will develop his system in its pages, in connection with much else properly coming under such a special title. This number contains commendatory letters from Mrs. Horace Mann, Mrs. M. L. Taylor, Mr. N. T. Allen, F. B. Sanborn, and other teachers, and articles from Mrs. Severance and Miss E. P. Peabody, who is to conduct a department of the paper. That it will be interesting and instructive we are sure, and we wish the journal might have a large circulation. Address Dr. Dio Lewis (Box No. 12), Boston, Mass.

OUR JUVENILE EXCHANGES.—As the holidays are coming ere long and many of our little folks will be getting presents of dimes and quarters which they may be induced to spend in a manner profitable to themselves, let the teachers try to get their pupils to form clubs for taking juvenile periodicals. We name some of them, with prices and publishers' names. Publishers will send you samples if you will but write for them.

Merry's Museum and Woodworth's Cabinet is an old and valued favorite, now in its 40th volume. \$1.00 a year, in advance. J. N. Stearns & Co., 116 Nassau street, New York.

Student and Schoolmate, and Forrester's Boys' and Girls' Magazine.—This is near the close of its ninth volume. Jacob Abbott, J. T. Trowbridge, Gail Hamilton, and others of like power, write for it. \$1.00 a year, in advance. Gallen James & Co., Boston ; or N. A. Calkins, New York. Very good except the declamations.

Clark's School Visitor.—A Day-School paper for teachers and school-children every where. Monthly. A right good paper. 50 cents a year. Daughaday & Hammond, Philadelphia.

Little Pilgrim.—Edited by Grace Greenwood. We do not receive this, but name it for former acquaintance' sake. It used to be good, and we doubt not it still is and always will be. 50 cents a year. Leander K. Lippincott, Philadelphia.

The Gem.—A little monthly, lately issued, by James Challen & Son, Philadelphia. This is rather a Sunday-School paper, unsectarian in character. Four copies for \$1.00 a year ; 12 cents a year to clubs of one hundred.

The Rhode Island Schoolmaster is not a juvenile, but it is the only one of our educational exchanges that regards the wants of the juveniles, and in every large school some body would like it : certainly the teacher would. \$1.00 a year. Wm. A. Mowry, publisher, Providence, R. I.

The Latest.

The Largest.

The Best.

WORCESTER'S QUARTO DICTIONARY.

The Standard. - - - Illustrated.

The Executive Printing, the Debates of Congress, the Official Records of
the Senate and House of Representatives of the United States,
and the Publications of the Smithsonian Institute,

TO CONFORM IN ORTHOGRAPHY TO

WORCESTER'S QUARTO IN ACCORDANCE WITH CERTIFICATES OF

JOHN HART, Esq., Sup. Public Printing.

JOS. MATTINGLY, Esq., Foreman Cong'l Globe.

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WORCESTERIAN ORTHOGRAPHY IN THE U. S. SENATE.

In a recent discussion in the Senate of the bill to carry into effect the treaties between the United States and Siam, China, Japan, Persia, and other countries, the following orthographical amendments were made, as reported in the Washington Globe:

MR. BAYARD. There are some amendments, which are merely formal, that I desire to make, at a suggestion of the Department. In line six, section twenty-one, I move to strike out the words 'of the Sublime Porte', and insert the word 'Ottoman' between the words 'the' and 'dominions'. It is a different mode of description. It is considered better and more effective.

THE PRESIDING OFFICER. If there be no objection, that modification will be made.

MR. BAYARD. I have another amendment; wherever the word 'offense' is spelt with an 's', instead of a 'c', to strike out the 's' and insert 'c', because it is an offence against the English language to spell it in that way. [Laughter].

THE PRESIDING OFFICER. That modification will be made.

MR. BAYARD. I move also, in the fourteenth line of the twenty-eighth section, to strike out the second 'e' in the word 'employee'.

THE PRESIDING OFFICER. It will be so modified.

MR. BAYARD. I have one other formal amendment which is essential. It is, in the ninth line of the first section, to insert the word 'invested', instead of 'vested'.

THE PRESIDING OFFICER. That change will be made.

The bill was reported to the Senate as amended, and the amendments were concurred in, and the bill ordered to be engrossed, and read a third time. It was read a third time, and passed.

"SIGNIFICANT FACTS."

The publishers of Webster's Dictionaries have recently published, under the head of 'Significant Facts', several certificates from certain booksellers in relation to the relative sales of Worcester's and Webster's Dictionaries. This step has undoubtedly been taken to produce the impression upon the public mind that Worcester's Dictionary does not sell, and that Webster's does. It is therefore proper to state that none of the firms named have any 'pecuniary interest' in the sale of Worcester's Dictionaries. They are not our agents, and most of them have not purchased directly from us a copy of the book. In fact, we shall presently show that they have, most of them, an interest in preventing the sale of it. We are therefore happy to learn that they have sold as many copies of Worcester as they have certified to.

We may here also state, the Library edition of Worcester's 4to. was issued January 3d, 1860. The edition for the trade appeared on the 25th of the same month. In the short period which has since elapsed, we have issued TWENTY-THREE THOUSAND copies of the work. The demand for them, the publishers of Webster to the contrary notwithstanding, so far from decreasing, we have substantial reasons to know, is on the increase.

We feel that the literary public must be heartily tired of the 'War of the Dictionaries', and we confess that we are; but there is a large class of people engaged in the various avocations of life

ILLINOIS TEACHER.

VOL. VI.

DECEMBER, 1860.

No. 12.

PRONOUNCING DICTIONARIES.

IN the May number of the *Teacher* (page 177) was an extract from the Report of Mr. Wells, Superintendent of the schools of Chicago, in which that gentleman set forth the need of a Pronouncing Dictionary; a need which is but partly alleviated by our Webster and our Worcester Dictionaries of all sizes; for with one consent they avoid encountering some of the real difficulties of the problems of pronunciation. To define the pronunciation of a word it is necessary (1) to fix the number of its syllables and divide the word accordingly: (2) to place the accents, primary and secondary: (3) to define the quality of its consonant sounds: (4) to define the quality of the vowels of the accented syllables: (5) to define the quality of the vowels of the unaccented syllables. Our American lexicographers above named do the first four things required, but do not attend to the fifth point. Nevertheless, as Mr. Wells says, "Every vowel that is sounded at all has obviously some quality; and no Pronouncing Dictionary can have any claim to completeness if it fails to tell us what that sound is."

As a cause for such neglect on the part of our orthoëpists, we may suppose either that they think the distinction required unimportant, or that they can not decide what sounds should be given to these vowels, or that both the indifference and inability are chargeable to them. It does not follow that a man can make a good pronouncing dictionary because he can make up a vocabulary, define the words of it, and give etymologies, and do all this with even eminent success: the probability is very small that any person who is so much a man of books and of the study as to be qualified for the work which we have

already named will be also so careful an observer of the niceties of pronunciation as to be competent to bear testimony as to the best usages in that respect. Probably many a man who lives only to enjoy fashionable society and who has only the most superficial literary acquirements, if endowed by nature with powers of keen observation, with accuracy, and with good taste, would be a better tutor in orthoëpy than all our lexicographers. This superiority would not arise from greater intellectual powers, but from habits of intercourse with men, and from attention to precisely those things which a thinker is apt to neglect. Spelling and pronunciation are *formal*, compared with the meaning of the word, which is the *substantial* matter. We should not be surprised then if those whose lexicographic works are the result of great learning and labor have not bestowed upon the formalities of words that attention which could be as easily given by inferior minds.

Dr. Webster says that the notation of unaccented syllables is a great fault, because it may lead to innumerable practical errors. (Unabridged Quarto of 1847 and later dates, p. lxiii.) "The mischief of these notations is that attempts are made to express minute distinctions or shades of sound, so to speak, which can not be represented to the eye by characters. A great part of the notations must necessarily be inaccurate; and for this reason the notation of the vowels in unaccented syllables should not be attempted. From a careful attention to this subject, I am persuaded that all such notations are useless, and many of them mischievous, as they lead to a wrong pronunciation. In no case can the true pronunciation of words in a language be accurately and completely expressed on paper: it can be caught only by the ear and by practice." (Book cited, p. lxiv.) Now against a part of this we shall cite Dr. Webster himself as chief witness. We have examined many pages of this great volume, and have not yet found a page of the vocabulary upon which there are not words having unaccented syllables with marked vowels. The statement above should therefore be limited, or the author's own practice is condemned: he should have said only that in many cases it is best to leave the unaccented vowels unmarked; and, if possible, he should have classified either the instances of omission or the instances of marking. "All such notations are useless." Now, either his own are useless, or he must withdraw the word 'all', or else 'such notations' does not refer to all possible notations of quantity of unaccented syllables, but only to those which may be like the notations of Walker, Sheridan, Jones, and Perry, which he had just spoken of; in the latter case the statement may be true: we have not yet seen a good notation for orthoëpic

use, but believe it not difficult to make one that will be not very cumbersome. As to the statement last quoted, no one will claim that independent of practical acquaintance with our language we can designate its sounds by characters: nevertheless, it may be (and we believe it) true that words of undisputed and undoubted pronunciation can be taken as key-words; and with due attention to certain uniform causes affecting the utterance of vowels, the vowels of these key-words can be used to indicate all the vowel-sounds of the language. Dr. Webster says that 'a great part of the notations must, necessarily, be inaccurate'; but for this assumed necessity he gives no reason, unless it be given in the preceeding remark respecting the difficulty or impossibility of expressing 'minute distinctions or shades of sound'. But if it can be shown that these minute differences depend upon the association of common vowel-sounds with different consonants, and that they are, therefore, uniform, the supposed necessity for inaccuracy vanishes.

Dr. Webster says, after an examination of errors and inaccuracies in Walker's notation:

"Thus there is neither uniformity nor consistency among the orthoëpists in the notation of the unaccented vowels; and it is hardly possible there should be, for many of the sounds are so slight, in ordinary pronunciation, that it is almost impossible for the ear to recognize the distinctions, and absolutely impossible to express them on paper. In truth, as Dr. Ash remarks, in a dissertation prefixed to his Dictionary, the sound of the five vowels in unaccented, short, and insignificant syllables are nearly coincident; and it must be a nice ear that can distinguish the difference of sound in the concluding syllable of *altar*, *alter*, *manor*, *murmur*, *satyr*. It is for this reason that the notation of such vowels at all savors of hypercritical fastidiousness, and, by aiming at too much nicety and exactness, tends only to generate doubts and multiply differences of opinion. If the accent is laid on the proper syllable and the vowel of that syllable correctly pronounced, the true pronunciation of the word will follow of course: at least, the pronunciation is more likely to be right than wrong; and no mistake will occur which shall be an object of notice." (Book cited, p. lxxv.)

To this last sentence the answer recurs, why did Dr. Webster so often mark unaccented vowels in his own vocabulary? In some instances the nature of the unaccented vowel is as fully indicated as if it had been marked; thus we find jo-ba-tion and jol-li-fi-ca-tion, in which the quality of the o is as distinctly indicated as it would have been if marked with Walker's 1 and 4. The remark quoted from Dr.

Ash is true: the sounds of unaccented vowels in many syllables are nearly identical, but the examples chosen afford us an instance of the facility with which one may impose upon himself in an argument by an unfair choice of examples. In the given words the letters a, e, i, o, u, and y, occur as unaccented vowels before r; and it is a fact that does not escape the notice of the most superficial student of pronunciation that r affects the vowel that precedes it more than any other articulation does; we may hereafter show how. But take other examples, and it is seen at once that the application of Dr. Ash's remark requires careful limitation: compare the words in the unaccented syllables in the following: a in ab'stract, tel'egraph; e in cu'beb, gin'seng, exempt'; i in cri'sis, caus'tic, act'ive, aph'orism; o in opti'cian, ram'rod; u in ef'flux, fac'ulty, egg'cup; and y in dac'tyl, hypocrit'ical: these are 'unaccented', and 'short', and fully as 'insignificant' as the a, e, i, o, u and y in the words cited by Dr. Webster; most of them have but a single consonant after them in their own syllables. As to the impossibility of recognizing the distinctions by the ear, that depends upon whose ear it is that listens, and partly upon the dialect of the listener. Of the latter influence we have an example in Sheridan, who considered final *ness* and *less* to be properly pronounced *nīs* and *līs*, by which we see that he pronounced the words Irish fashion, being an Irishman, and then took his own dialect for a standard. Of the accuracy of the observer we may well be doubtful if he, like Dr. Webster, maintains that short i in *pī*t is the shortened sound of long e in *see*. Walker says the same, and it is a common statement among writers on language. So, too, many say that e in *met* is the short sound of long a in *mate*.

Let us examine this question, as it is one which bears strongly upon the question whether those who make such representations of the relations of long and short sounds are competent witnesses on the matter under discussion—the possibility of representing our unaccented vowel sounds in our pronouncing dictionaries. Our writers on orthoëpy generally class vowels as long and short. Prof. Haldeman (Trevelyan Prize Essay, chap. xiv and elsewhere) recognizes three grades—named long, short, and medial. Taking the common division as sufficient for our purpose, and considering *ee* in *meet* as being long *e*, we ask what must short *e* be? Plainly it must be a sound produced by the same action of the organs of speech, *and with the organs in the same position, but uttered in shorter time*. Now try this word *meet*; pronounce it at first slowly, drawing the vowel, m-e-e-t; then speak it a little quicker, and so continue diminishing the length of time given to the utterance of the word until you can shorten it no more, taking

care not to change the position of the organs for the utterance of the vowel: now if it be true that short *i* as in *mit* is the short sound of long *e*, you will at some point in this shortening find yourself saying — not *meet* — but *mit*. But the word is *meet* and not *mit* after all. Reverse the experiment: take the word *bit*; pronounce it in the natural way a few times, and then, carefully preserving the position of the organs, draw out or drawl the vowel sound till you make it the quarter or the half of a second longer; does it at any point change to *beet*? Certainly not. So you can never shorten *mate* into *met*, nor lengthen *pet* into *pate*.

That this error respecting long and short sounds affects the representation of the pronunciation of words we find evidence too much in the pages of the Dictionaries of Webster and Worcester, as in Stearns's Guide, Mandeville's Elements of Reading and Oratory, and other works. Thus Webster quotes Walker's representation of *ability*, which is *ābīlētē*, and finds fault with it, but says 'of the second *i* that it should be represented by 'the short sound of *e* long' (p. lxiii). Dr. Webster does not say whether the *i* has the same sound in both the syllables in which it occurs; we presume that he allows that in each case the sound is that of *i* in *pit*; if not, he certainly errs, for all good speakers give it that sound in both syllables. He therefore must mean that the short sound of *i*, its sound in *pit*, is 'the short sound of *e* long', which, we claim to have shown, is a great mistake. And it is not possible for us to avoid the conclusion that a man who could make such a mistake was *not* qualified to judge accurately of the quality of sounds or to make those discriminations which are easy to a correct ear.

Let any one examine the great quarto on the words *halcyon*, *halibut*, *mediocre*, *mendacity*, *monkey*, *psychology*, *psychomachy*, *psychomancy*, *quinsy*, *publicity*, and he will see the practical result of this error in the indications of pronunciations there given. These are but samples caught up in a few moments from the many which are in the book. When a pupil finds that Dr. Webster says that *publicity* is to be pronounced as if written *publisety*, it is probable that he will be misled in his pronunciation and confused rather than aided. Dr. Webster has in this very case marked the sound of an unaccented vowel, and made it a deception. In the *Academic* and *Counting-House* Dictionaries the proper sign of the sound referred to is given in some of the words listed above; but *mendacity* is represented in the Quarto as *mendasete*, and in the others as *mendasety*; so that one error is corrected and one retained.

Let no one suppose the dictionaries of Dr. Worcester are superior in this respect to those of Dr. Webster; Worcester agrees with Web-

ster about the impropriety of attempting to indicate the quality of the unaccented vowels; in his work they are all marked, but with a mark which means nothing more than no mark at all would mean, so that the appearance of superior accuracy is but a deception. The same confounding of short *i* with *e* is to be found in his dictionary; see the words *puisne*, *quinsy*, *mediocre*, *Puseyism*, *monkey*. And his work is as defective as a guide to the quality of unaccented vowels as that of Dr. Webster. We have spoken principally of Webster's books only because they have the widest circulation, and Worcester seems only to have adopted Webster's conclusions, without stating his reasons.

We have undertaken at this time only to examine the reasons given for not attempting to mark the quality of the unaccented vowels; and we claim to have shown that Dr. Webster (and Dr. Worcester following him) did not adhere to his own principle; that it is untenable, being founded in false assumptions; and that both our great dictionaries contain errors of such a nature as to show that, however learned in the meaning, derivation, and history of words our lexicographers may have been, they have been so inaccurate in their discrimination of some sounds that their opinions on such a question are not entitled to so much weight as we naturally incline to give them.

SCRIBA.

A THOUGHT ABOUT MEMORY.

A GOOD memory well stored with useful knowledge is a treasure that no one will esteem lightly. However strong a man's reasoning or imaginative powers may be, he prizes highly those of past experience, observation, and study, which furnish him ready material for his work. And whatever we may say about developing the reasoning faculties of our pupils, we must recognize the fact that a large portion — indeed nearly all — of the knowledge in which we require them to approve themselves at recitation must be not that which can be extemporized by power of reasoning or by imagination, but that which has been carefully committed to the charge of a faithful memory. A lesson which is retained by memory alone may be an ill-learned lesson; but even if the proof of knowledge of the lesson is the easy use of the reasoning faculty in the recitation, it will be found that the best pupil is the one who has both the power to reason and the ability to reproduce his former trains of thought by rapid recollection of the asso-

ciations, classifications and logical processes by which he originally reached his conclusions.

The art of memory is one which a teacher should try to understand, so that he may himself be ready to make permanent acquisitions and may also teach his scholars how to remember. First of all in importance as a means is the simple requirement of *accuracy*. A writer said in this journal some years ago, "The sternest truthfulness is the highest law of intellectual advancement." It is so. Our observations must be clear, and grasp their objects with precision. It is not the passing glance, the indifferent cast of the eye, that fixes in our memory the scenes, the places, or the faces we would remember; but we scan them carefully, and seeing them fully just as they are at the time, seeing them *truthfully*, we make them abide with us to go out no more. What we read carelessly or indifferently stays but a brief time with us; we have taken no pains to know it as it is, and if we have any memory of it, we find such remembrance cloudy and vague.

If we exert our wills to commit any thing to memory, we enforce an interest in it, though there may have been no interest at first; and the effort to commit to memory is not to be crowned with success by mere repetition of the matter to be memorized, but by force of scrutiny. If we analyze our own experiences of memories which seem to be strong, but which had short and single opportunities for their origin, as our memory of a striking scene, or of important words, we shall see that for some reason we rapidly appreciated and comprehended the thing just as it was, truly, and in all the details necessary for a perfect representation of it when brought up again in thought. We say the impression was vivid. The pupil needs to create the effect of a vivid impression by his voluntary efforts; and in default of the special excitement of feelings or of curiosity which stamps events on the mind without effort, he must make careful viewing and reviewing *photograph* upon his memory what he would retain.

Pupils are apt to study what they would commit to memory in a way which is ineffectual, because so listless that the repetition is mechanical, and does not deepen the impression; and, too, they do not at any one time examine the lesson with such care as to have a true and strong impression of it. Accuracy in reporting what the memory has retained seems equally necessary with accuracy in acquiring. If one does not tell truly what he has seen, his false words become mingled with his recollections and deface them. "Liars should have good memories," says the proverb; but experience proves that they generally have poor ones.

BERTRAM.

NEWSPAPERS AND EDUCATION.

SOME days since, a little girl accosted me on a ferry-boat: "Please tell me what o'clock it is, sir." "It is just nine." "Then," said she, "I shall be late at school." "Do you cross the river to go to school?" "No, sir, but I have been to my aunt's on a visit, and I am now going back; I am afraid my mother will not let me go again if I am late." "What are you studying?" "I'm in ancient geography, rhetoric, composition, and grammar." "Do you not study *modern* geography?" "No, sir, but I am going to study physiology, geology, and metaphysics." "Are you indeed?" "Yes, sir; my mother says they are the fashionable branches; modern geography and arithmetic are so common, you know, — *every body* learns them. She wants me to learn the higher branches." "Will you take a message to your mother from me?" "Yes, sir." "Tell her that you met a gentleman on the ferry-boat who told you that ancient geography, and rhetoric, and physiology, are not the studies for a child of your age; and that modern geography, arithmetic, and a good newspaper, are the higher branches. And do n't forget this; tell her to subscribe for *The Century*, and read it for her own education; then she will learn how better to direct yours." The river was crossed and the interview ended.

We told the child that her mother ought to subscribe for *The Century*, because we believe it would, or might, enlighten her as to what constitutes a wise education. So would any good journal which keeps up the panorama of history, gives information of new discoveries in science and advances in art, records the actions of men, and discourses of manners, character, and the practical interests of life.

It would be for us a perilous undertaking to assert that girls in general are not equal to boys, and consequently that women are not equal to men. We assert no such thing. We are afraid to do it — we fear almost to put the case hypothetically. Are girls equal to boys, and women equal to men, in fact and ability to accomplish what is equally within the capacity of either sex? Have they equal presence of mind in danger, equal readiness of resource, equal knowledge of passing events, equal power to seize new arts and to take advantage of opportunities? To sum up in a word, do they make as much and as good use of their faculties as boys and men?

Why not? Is it because master Bob asserts a divine right to the newspaper of mornings, so that his sister, poor little soul, is obliged to go to school to have all the philosophy thrust down her intellectual

throat, without any knowledge of the real matters in life by which they are illustrated and to which they are applied? Is it because the poor child must drink in rhetoric without having read the fine periods of Seward and Everett, or the glowing eloquence and the criticism of the leading columns? Is it because she is in the maid's hands to be 'fixed up', with her thoughts and aspirations directed to a new hoop-skirt, and to have her hair and her mind twisted into curls, while Bob is catching the magnetism of dutiful great deeds, by reading telegrams from California, France, England, Italy, and China? "Hurrah? Garibaldi is at Naples! Hurrah! the Sardinians have whipped Lamoriciere, and the Pope is going to be kicked out of Rome," shouts Bob, as little hoop-skirt comes into the breakfast-room, and simpers in her darling accents: "Ma, I want a pair of jet armlets — Evelina Louisa Sophronia Smith has a pair, and I think it's a shame that I ca' n't have them. Won't you make Bob quit that drea-a-dful noise?" "Yes, dear, you *shall* have the armlets. Ma will go out and get them this very day."

Ma is going to make herself over again in her child. *She* never reads the papers, excepting the marriages and fashions, and the horrors, and the sickening romances, and the small gossip; and why should her daughter?

Some judicious families and circles must be excepted from this *not* caricature, where we see girls equal to boys, growing up into women who will not be inferior to men.

It is possible that we overrate the influence of the newspaper as an education, but we think not. It is the voice of the living world. It is history, art, philosophy, science, truth, justice, rhetoric, grammar, and every thing else — not unmixed with falsehood and nonsense, but not more so mixed than the home infant school for girls, from which boys break away before their bones are out of the gristle. Take grammar, natural history, rhetoric, and composition. Where are these so well taught as in the carefully-edited newspaper? What better lesson in rhetoric than to see some popular writer or famous scholar roasted alive on the hot coals of criticism? Where are better examples of tasteful composition? Where is a better cabinet of natural history? What in all the world escapes the newspaper editor? And if he commits blunders in grammar, or logic, or fact, or philosophy, is he not forthwith served up on a gridiron by another editor? Where, but in the newspaper, will be found a running history of all the literature of the day? Where else are you told what books you may safely buy, what are not worth putting on your shelves, and what would be as hurtful to the minds of your children as henbane to their bodies?

Century, No. 30, Vol. II, p. 95.

THE VALUE OF ENGLISH GRAMMAR—WHAT IS IT?

SIXTH LETTER.

"It is rare that a teacher is found without some pretensions to English Grammar; yet it is deplorable to observe how very few have any liberal or philosophical acquaintance with it. In many cases it is little else than a system of barren technicalities. The teacher studies *one* book, and too often takes that as his creed. In no science is it more necessary to be acquainted with several authors. The person who has studied but one text-book on grammar, even if that be the best one extant, is but poorly qualified to teach this branch. . . . In this science the mind runs naturally to *bigotry*; and there is no science where the learner is apt to be so *conceited* upon small acquirements as in grammar."

"Grammar, in my opinion, as a study should be one of the last of the common-school branches to be taken up. It requires more maturity of mind to understand its relations and dependencies than any other; and that which is taught of grammar without such an understanding is a mere smattering of *technical terms*, by which the pupil is injured rather than improved. It may be said that unless scholars commence this branch early, they never will have the opportunity to learn it. Then let it go unlearned; for, as far as I have seen the world, I am satisfied that this early and superficial teaching of a difficult subject is not only useless, but positively injurious. . . . Grammar, then, should not be studied too early."

PAGE'S *Theory and Practice of Teaching*, pp. 55 and 23, in Chapters iv and ii.

IN this my last letter of the series on the subject of the Value of English Grammar as it is taught in our schools and from our text-books, let me first review what I have already done. In the *Teacher* for March I introduced myself as an enemy to English Grammar as it is taught, denying its claims to its place in our schools and to high estimation as a branch of study. In May I cited the testimony of teachers and writers on education to show that 'English Grammar as it is' fails to give us the first benefit ascribed to it by most persons and claimed by its advocates, namely, 'practical skill in the use of our own language'. Abundant evidence of this failure was cited even from writers of grammars themselves. In July I took up the second assigned benefit of the study of grammar, 'strengthening discipline of mind'. Admitting that that branch of grammar called analysis has value as a disciplinary study, I urged the unphilosophical character of the classifications and definitions of our grammars, which must interfere with any such disciplinary purposes, as accuracy of definition and classification is essential to all true science, and the best discipline can be obtained only from true science. I entered into a special examination of the classification of words and the division of

words into 'parts of speech' by our grammarians, showing that no one has any real principle of classification; that those writers who profess to have a principle of classification do not adhere to it; and that the whole matter as it stands in our books is arbitrary, based upon whim and tradition, and not upon reason and fact. In August I examined definitions of Adverbs, as given in our popular grammars, showing their defectiveness. In October I took up the definitions of the Verb given by Brown and Bullions, two authors who have taken great pains to make definitions; and I showed their defectiveness: I cited what Brown has said on defining the grammatical term 'verb', showing that while he calls it the most important part of speech he is driven to the humiliating confession that it has never yet been defined by any writer! And this he is forced to admit after stating that "objectionable definitions are but evidences of the *ignorance* and *incapacity* of him who frames them," and after claiming for grammar an equal place with mathematics as a means of intellectual culture.

I think, then, that I have proved all that I set out to prove: that English Grammar, as it now is, does not teach us how to use our own language, and should not be made a branch of school-study with any expectation of such benefit; that it is not a science, being destitute of any recognized principles of classification and arrangement, and not being yet furnished with correct definitions of its special technical terms; that as a pseudo-science, or 'science-falsely-so-called', it can not be used as an organ of intellectual culture without great drawbacks by reason of its deficiencies, and can not come into competition with mathematics and some studies which are really of a nature inferior to the science of language. Whatever the benefits of the study of language may be, they do not belong to our grammatical systems. I have not merely my own opinion of my work: I have heard the criticisms of others upon my articles, and know that teachers of eminence and ability have confessed themselves forced to admit the accuracy of my statements, the correctness of my reasonings, and the justness of my criticisms, even while they were displeased with the contemplation of the possible results of such admissions. They have wondered what this Ishmaelite, this fierce child of the desert and son of destruction, would next attack with sacrilegious hand, since he has so adventurously made onslaught upon the venerable form of English Grammar. They have said that he would take away this vast labyrinth in the explanation of which they have gained so much honor and in the mazes of which they have so delighted: and not only would their gains and pleasure therein be lost, but also the ground would be left bare whereon some structure should be erected which should present strength

and beauty and give shelter. Admitting that I had proved our grammar a chaos, a deception, a cloud-land of shadowy uncertainties, they ask, 'Why not go on as we have done heretofore? and since you offer us nothing better, why lay these ruthless hands upon that which has had the confidence and the affection of generations? why attempt to unsettle us all?'

Softly, my friends: I am no fell destroyer, delighting in overthrows; but if any thing better is to come in, you must first be made to see that this shadowy shape is but a fictitious imitator of the majestic and lovely form of true grammatical science: so shall you be ready to welcome the teacher of language when he comes. I will soon tell you what I think is to be done under the existing circumstances; but meanwhile let us not through any cowardice fear to look the truth in the face and to frown falsehood out of its vaunting self-conceit. I am but one of many in the expression of these opinions against English Grammar as it is. I am constantly meeting with utterances of opinions like my own, and you can not escape them if you read our critical literature. Will you shut your ears to them? Or are you not rather such lovers of true culture that you will dare to face the facts, even though you may come to depreciate what you have hitherto valued?

Let me cite a few instances further. This very day I opened an educational periodical which contained a critical review of several of our best grammars, written by Dr. Craven, President of Trinity College, North Carolina. He closes his article with these words: "A first-rate Grammar of the English Language is yet a desideratum. It should also be observed that the mode of teaching grammar calls for attention from educators; no system is clearly in the ascendancy, but plans without number are prevalent. *Confusion is the order of the day*; and in the midst of new schemes and brilliant announcements, real grammatical scholarship is becoming a rare acquisition." (*Educational Repository*, Vol. I, No. xi, p. 637.) Dr. Craven's criticisms are not so fundamental as mine, and he looks for science without much change from the existing plans; but still he pronounces the sentence of condemnation no less firmly than I. That very eminent teacher and educational writer, Dr. Alcott, in one of his practical works (*Slate and Blackboard Exercises*, Chap. xiv.), speaks of the 'public prejudice in favor of Grammar'. Why say *prejudice* if the thing be as valuable as is supposed.

In the July number of that scholarly journal, the *Christian Examiner*, we find the following sentences, written, I believe, by the editor, Rev. Dr. Hall: "It must be confessed that the popular illustration of our language has in many instances fallen into hands wholly unfit

for it. What is called in the schools 'English Grammar' is apt to give only a prejudice against the name. *It proves of no assistance to the student in his use of his own language. It does not even suggest to him the method of studying it, nor so much as tell him what there is to study.* True, the school treatises upon the subject are some times abridged from the more elaborate studies of writers of some merit. But in these cases the abridgment is often made by omitting what is interesting and of course important, and retaining only that which the student ought to know without book, and which, because unimportant, is uninteresting. The study of the English Language is generally confined, in our best and worst schools alike, to memory-work over such abridgments. To this fact we are disposed to refer the general impression that the study of our own language is so difficult as to be well-nigh impracticable and impossible."

The italicizing in this extract is ours. But when titled scholars and eminent teachers say such things as I have quoted, can you blame an obscure teacher in Illinois if he ventures to exhibit in detail this hollow pretension? But I care not to apologize. What I have said it was well to say, even if it has not been well said, and even if I had not a line of advice to offer. It is not now my task to delineate the outlines of the true science of grammar, however confident I may be that I can do so; nor have I any intention to add one to the many books on grammar which encumber our shelves: the time for that is far off; but I may say what seems to me now best to be done.

I. Grammatical authorship should be discouraged. We have grammars enough such as they are; and no man is excusable for adding his voice to the hubbub unless he has strength and wisdom to say something very different from the prevalent babble. If an author has nothing in view but to arrange the old bushel of chaff in some new way, let him be quiet: the world has no such use for him. If he has a few bright thoughts, let him be generous and wise enough to publish them in our educational journals, and urge them upon the attention of the best authors that have already written, by suggesting improvements to them; but nothing less than revolutionary changes will effect any very desirable advance in English Grammar. Let none write to get a name in print, or to trot out a hobby, or to establish a fancied or a real but trifling superiority in some unimportant particulars. Let whoever will write first emulate the labor of Gould Brown, who conceived the plan of his *Grammar of Grammars* twenty-seven years before it saw the light, and *worked* on it all that time.

II. Teachers, school-officers, and persons who have culture and scholarship, should discourage the study of grammar, and oppose what

Dr. Alcott terms 'the popular prejudice in favor of grammar'. Parents who have a superficial acquaintance with grammar, or who have none at all, are apt to have very much exaggerated notions of its value, and to be anxious to have their darlings advanced early to the rank of students of grammar. Now teachers should know that this study is really of little practical value, and should so tell these fond papas and mammas whose nurselings are threatened with such an inoculation. They should show that there are many things of far greater practical value; that the rudiments of natural science, chemistry, botany, and physiology, are more valuable, and more easily acquired; that a thorough knowledge of the geography and history of one's own country is worth more; that the ability to read fluently and understandingly far outweighs parsing and analysis; and that grammar is better comprehended, so far as it is capable of comprehension, at a late period of a pupil's course. I have placed at the head of this article an extract from Mr. Page's excellent treatise on teaching, which is a book of first rank among all that have been written on the subject. He says *let grammar go unlearned rather than be attempted too early*. Mr. Page was Principal of the State Normal School at Albany, N.Y., and says that his book expresses the convictions resulting from twenty years' experience as a teacher. You can say to all that it is the opinion of many eminent teachers that grammar should not be studied early from a book, and that all that young pupils can profitably learn can be acquired in a few oral lessons in connection with other things; and that this opinion is gaining ground among intelligent teachers. As to the whole tribe of Primary Grammars, First Lines, First Lessons, etc., etc., a teacher has no use for them; they are abominations, one and all. *The comprehension of the same things requires a maturity of mind which no forcing process can create*. Never forget that: and remembering it, be not imposed upon by 'primary' works which undertake to chew up mental food very fine and small for the weak digestion of small minds. Let small minds have appropriate food, which will need no previous comminution.

III. To us the English language is the means by which we acquire knowledge, communicate thoughts, express feelings, and influence the intellects, emotions and wills of others; and it is emphatically *the* great function of the teacher to aid his pupils in obtaining the readiest command and the fullest use of this great and powerful instrument. Power in language is one of the greatest powers with which a man can be endowed; and without it great talents, great thoughts and great emotions fail to produce the effects for which they seem designed. It is the duty of the teacher, then, to teach the English language, and

not to feel satisfied with giving some pedantic scheme or special theory of it. We begin to learn our own language by imitating others in their use of it, and so we continue to learn it: in fact we *learn* it in no other way than this, which is the method of nature; and all that formal grammar can do for us is to enable us to correct ourselves in some of the very few errors into which we are liable to fall. The teacher must consider himself a practical instructor in language all the time, and should use all the means of instruction that are at hand and suited to the age of the pupils. Correct their errors of expression, their mispronunciations of words, their wrong collocation and selection of terms, and their provincialisms; exercise them in writing, in speaking, in conversing correctly, in reciting in proper terms; accustom them to ascertain the meaning of words; train them in the use of the dictionary; and lead them to observe in what they read the forms of expression which are not common, or which are liable to condemnation because of awkwardness, vulgarity, affectation, or obscurity. In all this there is a vast amount of practical teaching in the English language which every one needs, and which is very much needed by many who pride themselves on their grammatical attainments. At a teachers' institute held within the past year in this State, a gentleman was a zealous advocate of *Greene's Analysis*, and showed great proficiency in Mr. Greene's methods and facility in the use of them; but no one was so severely in the critic's report as he was on account of improprieties of speech and gross errors in etymology and syntax. Grammar had not benefited him, because to him it was a scientific entertainment as remote from his daily speech as his lessons in algebra were; but such a training as I have recommended above would have been a benefit, and would have saved him from the mortifications which he was often forced to endure. And such practical teaching requires nothing technical, no reference to grammar, and not even any use of grammatical terms or rules. I have not space to indicate methods here; but the teacher can find illustrations and hints in Russell's *Exercises on Words*, Northend's *Teacher's Assistant*, Boyd's *English Composition*, Alcott's *Slate and Blackboard Exercises*, and in many other works on composition and rhetoric, as well as in our educational periodicals.

IV. In order to speak, write and teach good English, you must make acquaintance with it by *reading*; by constant and extensive reading of good authors. I have been surprised and pained and ashamed to see evidences, among teachers and among young persons in schools who were educating themselves for teachers, of want of acquaintance with English literature. Mathematics have usurped in all

our schools, from the Normal School to the humblest primary school, both time and consideration which belong to the study of our language and its literature; a cold marble effigy displaces a living form. Hence good reading and true scholarship are becoming rarer; and to aid in this degradation, time is spent upon parsing and the silly distinctions of grammar which should be given to making familiar acquaintance with the language by perusal of its great authors. If it were your duty to give to your pupils familiar knowledge of New York City, you would, if you could, visit the city, and make yourself familiar with its streets, its squares, its public buildings, its wharves, its markets, its churches, and with the changeful aspects of the tide of life that pours along its Broadway, its Wall street, the Bowery, and its other thoroughfares; and, if it could be done, you would take your pupils there too, that they might know the city not by descriptions and inadequate imaginings, but by positive knowledge. So you should teach them English. As they are to learn how English sentences are framed, how English words are used, let them take no lifeless theory, but have them read sentences and read words till they are as familiar as home paths. Have you admired the word-power of Macaulay, Wilson, Emerson, DeQuincey, Irving, Milton, and Scott? Remember that these men were all great readers years before they became great writers; and that we who have less native endowment must learn the language just as the learned it, if we would not use it unworthily. *Careful reading of good authors is the only key to the armory of power in the use of English.*

V. But we must teach grammar, even 'grammar as it is'. What shall we do then? The best thing to be done is to teach it as said by Mr. Page, as one of the last things, only to the pupils of the highest rank. With them take your best works upon the subject, and let them study not the book only, but the subject. Turn their attention from the discussion of forms, cases, modes, tenses, governments, and agreements, the mere mechanical inventions of grammarians, to the function of LANGUAGE AS AN ORGAN OF THOUGHT, which affords us the true starting-point for the study of language. Let them study, arrange and classify the facts of language for themselves; criticising their text-book, and making for themselves rules and exceptions; trying their grammars by the English Language, and not the English Language by their grammars. They can study the language more thoroughly thus, than by meekly accepting the pedantic traditions; for the appeal always lies from the men who *have written about English* to the men who *have written English itself*. Thus they will come to *know* the grammar of the language as they know its meaning, by face-to-

face acquaintance with it. Along with such study should go constant practice in writing, criticism, and correction of erroneous writing. If the question arises whether a certain structure, or form of expression, or use of a word, is correct, let it be settled by directing the class to ascertain if possible by examples from their reading. Treat grammar as natural science, as you would botany; the question whether a certain plant has its home in a given region is to be settled only by carefully examining that region; and the question whether your botany is correct or not is to be tried by the testimony of the open book of nature. So your grammars are to be tested by reason and literature, and accepted as aids in the study of the language, and placed only in the hands of those who are mature enough and educated previously enough to comprehend the subject and judge correctly. To such minds such a course of study will not be uninteresting, uninviting, or unprofitable.

VI. The teacher should himself study language in the way which I have indicated for his best pupils. Mr. Page says, "There is a philosophy of language which the teacher should carefully study." You will not find many helps, I confess. Gould Brown is too microscopic; Fowler gives much of history, something of philosophy, but is deficient in etymology and syntax; Mulligan's work, though excellent, does not profess to be a complete treatise; the lesser works of Greene, Clark, Bullions, Butler, Sill, Wells, Welch, and others, will render you some help, each in its own way, and works on rhetoric and composition will teach you much that you need. The remarks of Mr. Page at the head of this article are worthy of constant remembrance. You need acquaintance with several authors, and knowledge and judgment enough to decide among them, not by adopting one to the exclusion of others, but by choosing what is good in each. Such knowledge and power you can acquire only by reading good authors, and by comparing the rules and statements of your text-books with your reading. For 'the philosophy of language' you will look in vain in works which can not properly define the grammatical term 'sentence', nor tell you what a verb is; but you will get here and there hints at it. Till the needed reforms are effected by some strong man, we must work in chaos, patiently doing for our pupils the best that we can, and hoping for further light. SILAS WESTMAN.

I DO not hesitate to affirm, not only that a knowledge of the true principles of government is important and useful to Americans, but that it is absolutely indispensable to carry on the government of their choice and to transmit it to their posterity.

JUDGE STORY.

CONTRASTS IN THE STATE OF EDUCATION.

LET us, as a preliminary to a deeper consideration of the matter, glance at the leading contrasts between the education of the past and of the present

The suppression of every error is commonly followed by a temporary ascendancy of the contrary one; and it so happened, that after the ages when physical development alone was aimed at, then came an age when culture of the mind was the sole solicitude — when children had lesson-books put before them at between two and three years old — when school-hours were protracted, and the getting of knowledge was thought the one thing needful. As farther, it usually happens, that after one of these reactions the next advance is achieved by coördinating the antagonist errors, and perceiving that they are opposite sides of one truth; so we are now coming to the conviction that body and mind must both be cared for, and the whole being unfolded. The forcing system has been in great measure given up, and precocity is discouraged. People are beginning to see that the first requisite to success in life is to be a good animal. The best brain is found of little service, if there be not enough vital energy to work it; and hence to obtain the one by sacrificing the source of the other is now considered a folly — a folly which the eventual failure of juvenile prodigies constantly illustrates. Thus we are discovering the wisdom of the saying, that one secret in education is ‘to know how wisely to lose time’.

The once universal practice of learning by rote is daily falling more into discredit. All modern authorities condemn the old mechanical way of teaching the alphabet. The multiplication-table is now frequently taught experimentally. In the acquirement of languages the grammar-school plan is being superseded by plans based on the spontaneous process followed by the child in gaining its mother tongue. Describing the methods there used, the ‘Reports on the Training School at Battersea’ say: “The instruction in the whole preparatory is chiefly oral, and is illustrated as much as possible by appeals to nature.” And so throughout. The rote-system, like other systems of its age, made more of the forms and symbols than of the things symbolized. To repeat the words correctly was every thing; to understand their meaning nothing: and thus the spirit was sacrificed to the letter. It is at length perceived that in this case, as in others, such a result is not ac-

cidental, but necessary — that in proportion as there is attention to the signs, there must be inattention to the things signified; or that, as Montaigne long ago said, "*Sçavoir par cœur n'est pas sçavoir.*"

Along with rote-teaching is declining also the nearly allied teaching by rules. The particulars first, and then the generalization, is the new method—a method, as the Battersea School Reports remark, which, though "the reverse of the method usually followed, which consists in giving the pupil the rule first," is yet proved by experience to be the right one. Rule-teaching is now condemned as imparting a merely empirical knowledge — as producing an appearance of understanding without the reality. To give the net product of inquiry, without the inquiry that leads to it, is found to be both enervating and inefficient. General truths to be of due and permanent use must be earned. 'Easy come easy go' is a saying as applicable to knowledge as to wealth. While rules lying isolated in the mind — not joined to its other contents as out-growths from them — are continually forgotten, the principles which those rules express piece-meal become, when once reached by the understanding, enduring possessions. While the rule-taught youth is at sea when beyond his rules, the youth instructed in principles solves a new case as readily as an old one. Between a mind of rules and a mind of principles there exists a difference such as that between a confused heap of materials and the same materials organized into a complete whole, with all its parts bound together. Of which types this last has not only the advantage that its constituent parts are better retained, but the much greater advantage that it forms an efficient agent for inquiry, for independent thought, for discovery — ends for which the first is useless. Nor let it be supposed that this is a simile only: it is the literal truth. The union of facts into generalizations is the organization of knowledge, whether considered as an objective phenomenon or a subjective one; and the mental grasp may be measured by the extent to which this organization is carried.

From the substitution of principles for rules, and the necessarily coördinate practice of leaving abstractions untaught until the mind has been familiarized with the facts from which they are abstracted, has resulted the postponement of some once early studies to a late period. This is exemplified in the abandonment of that intensely stupid custom the teaching of grammar to children. As M. Marcel says, "It may without hesitation be affirmed that grammar is not the stepping-stone, but the finishing instrument." As Mr. Wyse argues, "Grammar and syntax are a collection of laws and rules. Rules are gathered from practice; they are the results of induction to which we come by long observation and comparison of facts. It is, in fine, the science,

the philosophy of language. In following the process of nature, neither individuals nor nations ever arrive at the science *first*. A language is spoken, and poetry written, many years before either a grammar or prosody is even thought of. Men did not wait till Aristotle had constructed his logic to reason. In short, as grammar was made after language; an inference which all who recognize the relationship between the evolution of the race and of the individual will see to be unavoidable.

Of new practices that have grown up during the decline of those old ones, the most important is the systematic culture of the powers of observation. After long ages of blindness, men are at last seeing that the spontaneous activity of the observing faculties in children has a meaning and a use. What was once thought mere purposeless action, or play, or mischief, as the case might be, is now recognized as the process of acquiring a knowledge on which all after knowledge is based. Hence the well-conceived but ill-conducted system of *object-lessons*. The saying of Bacon, that physics is the mother of sciences, has come to have a meaning in education. Without an accurate acquaintance with the visible and tangible properties, our conceptions must be erroneous, our inferences fallacious, and our operations unsuccessful. "The education of the senses neglected, all after education partakes of a drowsiness, a haziness, an insufficiency, which it is impossible to cure." Indeed, if we consider it, we shall find that exhaustive observation is an element in all great success. It is not to artists, naturalists, and men of science only, that it is needful; it is not only that the skillful physician depends on it for the correctness of his diagnosis, and that to the good engineer it is so important that some years in the work-shop are prescribed for him; but we may see that the philosopher also is fundamentally one who *observes* relationships of things which authors had overlooked, and that the poet, too, who *sees* the fine facts in nature which all recognize when pointed out, but did not before remark. Nothing requires more to be insisted on than that vivid and complete impressions are all-essential. No sound fabric of wisdom can be woven out of a rotten raw material.

While the old method of presenting truths in the abstract has been falling out of use, there has been a corresponding adoption of the new method of presenting them in the concrete. The rudimentary facts of exact science are now being learnt by direct intuition, as textures, and tastes, and colors, are learnt. Employing the ball-frame for first lessons in arithmetic exemplifies this. It is well illustrated, too, in Professor De Morgan's mode of explaining the decimal notation. M. Marcel, rightly repudiating the old system of tables, teaches weights

and measures by referring to the actual yard and foot, pound and ounce, gallon and quart; and lets the discovery of their relationship be experimental. The use of geographical models and models of the regular bodies, etc., as introductory to geography and geometry respectively, are facts of the same class. Manifestly a common trait of these methods is, that they carry each child's mind through a process like that which the mind of humanity at large has gone through. The truths of number, of form, of relationship in position, were all originally drawn from objects; and to present these truths to the child in the concrete is to let him learn them as the race learnt them. By and by, perhaps, it will be seen that he can not possibly learn them in any other way; for that if he is made to repeat them as abstractions, the abstractions can have no meaning for him, until he finds that they are simply statements of that which he intuitively discerns.

HERBERT SPENCER on 'Education', page 102 *et seqq.*

COMMENTS ON THE SCHOOL LAW.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 Springfield, Illinois, December, 1860. }

A TEACHER sued the Directors for his wages and obtained judgment. To satisfy this judgment the Circuit Court issued a '*mandamus*' against the Trustees, Treasurer, and Directors. There is not money enough belonging to that District to pay it. Must we, the Trustees, pay said judgment out of the township fund, or can it only be paid out of the funds belonging to said District?

This is a case under the 49th section of the Act. The '*mandamus*' bears *primarily* upon the *Directors*. If there is money enough in the hands of the Township Treasurer, *belonging to the district*, to satisfy the judgment, the Directors must draw an order on him, in favor of the teacher, for the amount of the judgment, with interest and costs, and the Treasurer must promptly honor the order. If there are not funds enough belonging to the district, then the Treasurer must pay the judgment from the *first moneys accruing to said district*, and the Directors must, if necessary, levy a special district tax to make up the deficiency. The language of the 49th section is not entirely clear, so far as it relates to the obligation of Directors. But it can not be supposed that a judgment against a single district should be satisfied out of funds *not yet apportioned* by the Trustees to the several districts — such as interest on the township fund, etc.

To do this would be to cause *all* the districts in the township to suffer for the delinquency of *one*. The amount of the judgment might be so large as (if the above view should be adopted) utterly to derange the financial condition of all the districts—rendering it impossible for any one of them to meet its current obligations. The injustice of such a course is so manifest that it could not have been contemplated by the Legislature. The consequences of debts and judgments should be restricted, as far as possible, to the individual district or districts incurring them.

A schedule bearing date October 1, 1857, and which should have been returned to the Township Treasurer at the October meeting, was not so returned until the semi-annual meeting in April, 1858. That schedule has remained unpaid for three years. The Trustees are now willing to receive and pay it. Can they legally do so?

After a careful examination of all those parts of the law which bear upon the subject, I am not able to see how the Trustees can *now*, *legally*, recognize and pay the schedule referred to. That all schedules should be filed by the Directors with the Township Treasurer *prior* to the semi-annual meeting of the Trustees *next succeeding the completion* of such schedules, is an interpretation of the law the correctness of which can not, I think, be doubted. Vide sections 53, 54, 76, School Law.

Eligibility of Directors—Who may Vote for Directors.—It is not true, as a general principle of law, that eligibility to hold a given office necessarily implies competency to vote for that office. The conditions attaching to the former may be different from those which regulate the latter. The provisions of law fixing the qualifications of the officer may or may not be identical with those defining the qualifications of the voter. The bare fact, therefore, that a man does not possess this or that given requisite for a voter does not of itself prove that he may not be *voted for*, or hold the office.

To apply these remarks:

It is quite certain that no one who is not a citizen of the United States can legally hold the office of School Director. Not because he is not a voter merely, but because he is excluded by the express provisions of the 7th section of the 6th article of the new Constitution of Illinois; as follows:

No person shall be elected or appointed to any office in the State who is not a citizen of the United States, etc.

It is, of course, to be presumed that no provision of the School

Law can be so construed as to conflict with this or any other provision of the Constitution of the State. It is held that the principle laid down in the 28th section of the Act, relative to the qualifications of voters at elections for *Trustees*, is equally applicable to all other school elections.

When no Election for Directors is held on the day fixed by Law.—This point is noticed, incidentally, in another part of this circular, but so many cases have been reported since the last annual election, that a more formal statement seems called for.

Whenever, therefore, no election for Directors is held on the day fixed by law, the consequence is this: The Director who would have retired had an election been held holds over *one year*; at the *next* annual election *two* new Directors should be elected—one for *two years*, to fill the place of him who holds over; *the other* for *three years*, to fill the place of him whose term of office will then *regularly* expire.

That this is the correct view must be obvious, I think, when it is considered that the Director holds over solely by default in holding the election; he should not avail himself of that contingency to continue in office *three years* longer; the error should be rectified at the earliest practicable time, which is at the next annual election. The Director chosen to fill *his* place should serve *two years* and *not three*, because the latter would impair the just right to a three-years term of the Director chosen to fill the *regular* vacancy. And it would not do for *both* new Directors to serve *three years*, for the further reason that that would derange the whole order of succession prescribed in the 42d section.

Resignation of Directors.—No man can be compelled, by law, to hold an office against his will. The right to resign can not be restricted or questioned. A Director can resign *at any time*. When a Director resigns his resignation should be made in writing, and tendered to the Board of which he is a member. If *all three* Directors should resign *at once*, notices of an election to fill the vacancies should be issued without delay. The notices should announce the resignation, etc., and may be as follows:

We, the undersigned, School Directors of District No. —, etc., having severally resigned our offices, said resignations to take effect from and after the election of our successors, do hereby give notice that an election will be held at —, etc., etc., (the remainder of the notice being in the usual form).

Or, the resignations, if all resign at once, may be made to the

Township Treasurer, who will issue the usual notices for a new election. In case all resign at once the resignations should not take effect till the election of their successors, for a district should never be left without a Board of Directors.

District Census of Children under twenty-one — Who must take it. — The 34th section calls for a census of children in the several districts. I have, on several occasions, *recommended* that *Directors* should take that census. This was done in the belief that the enumeration would be more *promptly* and *accurately* made by the Directors, who have so much interest in the result, than by the Trustees, and that as a general thing Directors would *prefer* to do it. It was merely *advisory*. THE DUTY OF TAKING THIS CENSUS IS IMPOSED BY LAW UPON THE TRUSTEES. Vide sections 16, 21, 36, 37, 76, *et al.*

Apportionment of the Funds to Districts — Another word on the Thirty-fourth Section. — The following letter shows that the law respecting the number of months a school may be kept, and the true method of apportioning the funds, is not fully understood by some :

There are five districts in our township. Schedules are returned for the past year, as follows ;

District No. 1, a schedule for six months.

District No. 2, a schedule for seven months.

District No. 3, a schedule for six months.

District No. 4, a schedule for eight months.

District No. 5, a schedule for nine months.

Each of those districts is credited by the amount found to be due from that half of the fund which is apportioned upon the census of children under twenty-one. Now, the other half of the fund will nearly or quite pay the balance due for a *six-months* school in each district, if apportioned on the schedules for that period, *but if divided on the schedules as returned*, for 5, 7, 8 and 9 months, there will be an indebtedness on all the districts, which must be raised by special tax. How shall the apportionment be made ?

Simply as the law directs : “ In proportion to the attendance certified in the schedules.” That is all there is about it. The language is explicit and peremptory. The Trustees have no more right to cut down the schedules to an *average of six months* than they have to prescribe a uniform rate of teachers’ wages in the township: the one is just as wrong as the other. The Trustees must apportion one-half BY SCHEDULE, no matter whether one district has had more school than another or not ; that is no affair of the Trustees, so far as dividing the money is concerned. Nor does it concern the Trustees in the least whether a special tax will be necessary or not in each dis-

trict; that is the business of the *Directors*. Each schedule must receive full credit for the '*attendance certified*', no matter whether it be ten days or ten thousand.

The principle of distribution was patiently discussed in all its bearings by the last General Assembly. Some urged that the whole fund should be apportioned *on territory*, others on *census alone*, etc., etc. The rule laid down in the 34th section was adopted unanimously, *as a compromise*, by a committee representing every section and every phase of opinion in the State. One-half is apportioned upon the census, for the benefit of the weaker districts, where the attendance is less and schools can not be sustained more than six months in the year; the other half upon the schedules, to encourage a full attendance and longer terms of school. It is by no means the intention of the law to limit the term of schools to six months, but to promote extension beyond that time, and as an incentive to this each District has the benefit of such extension, in the increased sum apportioned upon schedule. This wise and excellent provision would be of no effect if any Board of Trustees could, at will, cut down all the schedules to a minimum average, or to any other average. It is hoped that these remarks, taken in connection with the explanations given in the circular of March, 1860, page 11, *et seq.*, will place the whole matter in a clear light, and be a sufficient answer to all questions that may hereafter arise under the 34th section of the Act.

NEWTON BATEMAN, Sup't Public Instruction.

M A T H E M A T I C A L .

SOLUTION OF PROBLEM II IN SEPT. TEACHER, PAGE 342.—

Question.—A, B, C and D are on one side of an island which is 110 miles in circumference; on the other side are E, F, G, and H. They all start at the same time facing each other: A goes 7, B 9, C 15, D 19, E 8, F 12, G 18, and H 22 miles per day. In how many days will they all be together for the eighth time?

Solution.—Let S be the point from which A, B, C and D started, and S' the point from which E, F, G and H started. Suppose A and B meet again in x days after starting. Then, $1:9-7::x:110$. $\therefore x=55$. Therefore A and B will meet in 55 days after starting. In the same way we find that A and C will be together in $13\frac{1}{2}$ days, and A and D in $9\frac{1}{2}$ days. To find when A, B and C are all together, we

obtain the least common multiple of 55, $13\frac{3}{4}$, and $9\frac{1}{2}$, which is 55 days, which locates them at S'. Also, as above, we find that E and F will be together after $27\frac{1}{2}$ days, E and G after 11 days, and E and H after $7\frac{1}{2}$ days; and E, F, G and H will all be together after 55 days at the point S'. Hence, A, B, C, D, E, F, G and H will all be together for the first time at S' in 55 days after starting. As A, B, C and D meet alternately in every 55 days at the points S and S', while E, F, G and H meet at S' in every 55 days, it is evident that A, B, C, D, E, F, G and H will all meet once in every 110 days after the first meeting at the point S' (which may be proved by finding the least common multiple of 55, $13\frac{3}{4}$, $9\frac{1}{2}$, $27\frac{1}{2}$, 11, and $7\frac{1}{2}$, = 110). Hence, after $110 \times 7 + 55$, = 825 days, they will all meet for the eighth time at the point S'.
ADAM.

SOLUTION OF PROBLEM I IN OCTOBER NUMBER, PAGE 395.—

Question.—Two men, A and B, agree to do a piece of work in 12 days; but after 6 days' work, finding that they will be unable to finish it, they call in C; and the three working together complete it in the remaining 6 days. Now A and C working together can do it in 14 days, and B and C can do it in 11 days. Required, the time it can be done by them all working together, and by each one working singly.

The proposer gives the following neat solution by 'Analysis':

Here $\frac{1}{14}$ = the part A and C can do in a day, $\frac{1}{11}$ = what B and C can do in the same time; $\frac{1}{12}$ = what A and B can do in 12 days, and is also $\frac{1}{12}$ the part which B and C can do in the same time. Now $\frac{1}{14} + \frac{1}{12} = \frac{5}{84}$, = what A, B and C can do in 12 days, C working as many days as both A and B. Again, $\frac{3}{84} - \frac{1}{54} = \frac{1}{54}$, = what C could do in 18 days. The part that C performs in one day is evidently $\frac{1}{54} \div 18$, = $\frac{1}{972}$. Also, $\frac{1}{11} - \frac{1}{972} = \frac{86}{972}$, = the part B does in one day; and $\frac{1}{14} - \frac{1}{972} = \frac{68}{972}$, = that which A does in the same time. Hence, $\frac{1}{972} + \frac{68}{972} + \frac{86}{972} = \frac{154}{972}$, = the part all will do in one day. Consequently, $\frac{154}{972} = 9\frac{2}{76}$ days, in which all can do it working together. $\frac{1}{972} = 18\frac{2}{73}$, the time in which C can do it; $\frac{1}{86} = 26\frac{2}{53}$, the time in which B can do it; and $\frac{1}{68} = 53\frac{4}{17}$, the time in which A can do it.

Solution 2d.—Let x = what A does in one day, y = what B does in one day, and v = what C does in one day; then, per statement, $12x + 12y + 6v = 1$...[1]; $14x + 14v = 1$...[2]; $11y + 11v = 1$...[3]. Combining these equations, we find $x = \frac{2}{972}$, $y = \frac{5}{972}$, and $v = \frac{1}{972}$. Therefore, A will do the whole work in $53\frac{4}{17}$ days, B in $26\frac{2}{53}$, and C in $18\frac{2}{73}$ days. A, B and C working together will accomplish the work in $9\frac{2}{76}$ days.
ARATOR.

Several algebraic solutions have been received to this question.

SOLUTION OF PROBLEM II IN OCTOBER NUMBER.—

Given, $\left. \begin{array}{l} [1] \dots 3x+2y+3z=10 \\ [2] \dots 2x-2y+4z=15 \\ [3] \dots x+y-z=2\frac{1}{2} \end{array} \right\}$ to find the values of x , y and z .

Subtracting the sum of [2] and [3] from [1], [4]... $3y=-7\frac{1}{2}$; whence, $y=-2\frac{1}{2}$. Substituting this value in [1] and [3], [5]... $3x+3z=15$; [6]... $x-z=5$. Adding 3 times [6] to [5] gives $x=5$; subtracting the same, $z=0$. C. H. L.

SOLUTION OF PROBLEM III IN OCTOBER NUMBER, PAGE 395.—

Question.—Determine the area of the maximum triangle contained by two radii and the chord of an arc of a circle whose diameter is 100.

Solution.—Let $AC = a$, $= 50$, $AD = x$, $CD = y$.

\therefore Area $ABC = xy$, and $x^2 + y^2 = a^2$, $y = \sqrt{(a^2 - x^2)}$

Put $u = \text{area } ABC$; then will $u = x\sqrt{(a^2 - x^2)}$, $du =$

$$d(x\sqrt{a^2 - x^2}). \quad \therefore du = \sqrt{a^2 - x^2} dx - \frac{x^2 dx}{\sqrt{a^2 - x^2}}$$

$$\frac{du}{dx} = \sqrt{a^2 - x^2} - x^2 \div \sqrt{a^2 - x^2} = 0. \quad x^2 = a^2 - x^2,$$

$$\text{or, } 2x^2 = a^2. \quad \therefore x = \frac{a}{\sqrt{2}}, \text{ and } 2x = \frac{2a}{\sqrt{2}}. \quad \text{The}$$

$$\text{area is therefore a maximum when base} = \frac{100}{\sqrt{2}}.$$



PUPILLUS.

PROBLEMS.—I. Required, to inscribe the greatest square in a semi-circle whose diameter is d , and to determine its area. C. H. L.

II. A has two pendulums: one vibrates in 40 seconds, and the other in 20 seconds. What is the ratio of their lengths? A.

III. Find the value of x in each of the following equations, and reconcile the apparent inconsistency: $[1] \dots x + \frac{3(\sqrt{x-3})}{\sqrt{x-3}} = 2x+3$.

$$[2] \dots x + \frac{3(\sqrt{x-3})}{\sqrt{x-3}} = 3x+3. \quad [3] \dots x + \frac{3(\sqrt{x-3})}{\sqrt{x-3}} = 4x+3. \quad \text{C. H. L.}$$

We are glad to see that quite a number of our readers have been pleased to notice the Mathematical Department of the *Teacher*. Several communications containing mathematical matter for publication have been received since our last issue. Inasmuch as our mathematical space is so limited, we shall hereafter publish only one or two solutions, according to merit, to each published question, and shall with pleasure acknowledge in the *Teacher* the receipt of every correct solution, etc. Contributors to this department will please practice the utmost brevity, without obscuring or enfeebling the subject-matter.

EDITOR'S TABLE.

THE CLOSE OF THE VOLUME.—With this number ends the sixth volume of the *Illinois Teacher*. We trust that it has so commended itself to its circle of readers that our closing words will not prove a farewell to any. As we sat, pen in hand, to begin this epilogue, we unconsciously turned to look at the successive volumes as they stand on our shelves, and thought how much of care, labor, and thought have been bestowed in that field. The first volume was printed rather poorly in comparison with the later ones, at Bloomington, in numbers of 32 pages each, Messrs. W. F. M. Arny and Daniel Wilkins acting as local editors, Mr. Arny being also termed financial editor. The first number was dated February, 1855. An editor for each number was appointed by the State Association, as follows: W. F. M. Arny, Daniel Wilkins, C. E. Hovey, H. Haff, N. Bateman, D. S. Wentworth, O. C. Blackmer, W. B. Bunnell, Simeon Wright, W. H. Powell, P. W. Ferris, and D. C. Ferguson. From the volume itself it appears these acted, except Messrs. Haff and Ferris. The enterprise was far from successful, in any sense of the term. Its subscription list was small, its editorship lacked unity, its articles were of various quality, its advertising of small amount, and the whole scheme was looked upon at its close as a hopeless experiment.

Next year, 1856, Mr. Hovey was elected editor, with twelve corresponding editors, and removed the publication to Peoria, and with risk of pecuniary loss and certainty of much labor addressed himself with his characteristic energy to the work of making the *Teacher*. At the end of the year the circulation had risen from about 250 to 1532 beside exchanges. Bureau county received 250 copies; Peoria 230; Whiteside 129; and no other had over 55: 20 counties had no subscriber; 11 had but one each, and 101 copies were taken out of the State. Mr. Hovey's enterprise proved no failure, though the first volume did not, we have heard, quite pay for itself. The printing was done by Messrs. Nason & Hill, in their usual good style, so that the monthly looked attractive; the editorship had unity; the articles improved in quality, and the third volume began with hope and honor.

The third volume began with January, 1857, the full number of pages for a volume having been issued in eleven numbers the previous year. The same arrangement as before was continued, but this time the corresponding editors were, in part, ladies. The continued efforts of Mr. Hovey brought to the *Teacher* an increased circulation, its total amounting at the end of the year to 2,070; of the Illinois circulation Lee county took 256 copies, while Bureau was now reduced to 18! Mr. Hovey's reputation and energetic character had during the year caused him to be chosen Principal of the State Normal University, and he retired from the editorship, being the real founder of the *Illinois Teacher* as an institution and a power in the State.

Its more recent history is better known to our readers than that which we have rehearsed. For the fourth volume Mr. Newton Bateman was chosen editor, with

the usual number of assistants, among whom was the present writer. Before the year closed Mr. Bateman was chosen by the people to a higher office. The State Teachers' Association at Galesburg declined to elect any successor to him, and, by abolishing the offices of editor and assistant, left the journal in the hands of Mr. Bateman and the publishers. The latter, acting upon the advice of many of the friends of the *Teacher*, obtained the services of Mr. Charles A. Dupee, of the Chicago High School, as editor, who conducted it through its fifth volume and the year 1859 with marked ability, and retired, leaving the State during the next year. From him the *Teacher* came to its present editor and assistant. Of their work let it not be our task to speak. It has been done with fidelity of motive, and we hope to the pleasure and profit of the readers of the journal. From most of our exchanges in the State we have had words of cheer and commendation, for which we thank them: we hope to earn more of the same hereafter. Words of indifference or of blame we have very rarely seen, and never from any respectable source.

Shall we not next year greet all our present readers and many more? It will be pleasant to think that we are making a long acquaintance with hundreds of teachers of the Prairie State, laboring with them for a common cause, and rendering them in our monthly visits counsel and encouragement in their long campaign against ignorance. Friends, will you not meet us again in 1861?

THE TEACHER FOR 1861.—We shall soon enter upon the seventh volume of our enterprise, and ask the kindly offices and recommendations of our present readers to aid in extending the usefulness of the *Teacher* for the next year by increasing its circulation. We have no new promises to make: our work in the past is itself a full promise for the future. Both the present editors were active assistants of Messrs. Bateman and Dupee, the editors respectively of the fourth and fifth volumes; and what they have done for this year shows what they will do for the coming one. We shall try to do better in some points, as taught by experience. We shall endeavor to give even greater variety to the matter in our pages; to give, indeed, all the variety that is consistent with the character of the journal. But the best encouragement to correspondents, editors, and publisher, will be the stimulus of a large and interested circle of readers: will you not each and all aid us to obtain it?

TO READERS AND CORRESPONDENTS.—We invite contributions to the pages of the *Teacher* from practical teachers, from scholars, and from friends of education every where. Write to us of the state of education in your town or county; of what you find to trouble you in your school; of what you have learned by experience that you know others have not all learned and which may benefit them; of your thoughts on methods of teaching; of school order and management; of what you think of articles and of subjects discussed in the *Teacher*, finding fault or praising at your pleasure; write of arithmetic, geography, grammar, reading, spelling, music, or of any thing else you teach or want to teach; contribute your mite, if it be but a mite, to *Notes and Queries*, or to *Local Intelligence*. Or if you will write us an article do not be afraid to send it if it happens to be very short: we often see good articles in our exchanges which we could copy upon a foolscap page easily. Do as you would be done by, and write, as you wish others to write

for you: only be sure that you say something when you write, and do not merely utter sentimentalisms.

THE MEETING AT QUINCY.—We have the pleasure of laying before you the programme of the entertainment provided for the teachers of Illinois at the meeting of the Association in Quincy on Wednesday, Thursday and Friday of the last week of December. The Committee have labored hard, as we know, to get up this programme, which does honor to them, and should prove attractive enough to induce many to go to Quincy. Go to see and hear the noted and notable men who are to be there; go to make acquaintance with others; go to hear what is to be said and to share in what is to be done: go to be warmed by the enthusiasm of the gathered hosts, that you may return stronger for your work; go for rest from your daily tasks and for the recreation of the journey. If you have never seen the beautiful city of Quincy, or the grand river, go to see them too, and to show its citizens that their kindly invitation is not slighted by the teachers of Illinois. And remember to go early enough to be there on Wednesday morning.

STATE TEACHERS' ASSOCIATION.

The Seventh Annual Meeting of the Illinois State Teachers' Association will be held at Quincy, on the 26th, 27th and 28th of December, 1860.

PROGRAMME OF EXERCISES:

WEDNESDAY, 10 o'clock A.M.—Opening Exercises; President's Address; Report of Committee on Programme; Report of Finance Committee; Business, or Discussions. **1½ o'clock P.M.**—Essay by H. Freeman, of Rockford: subject, 'The Teacher'. **2 o'clock.**—Report of Committee on County Institutes, followed by discussion. **3 o'clock.**—Essay by Miss Agnes Manning, of Chicago. **3½ o'clock.**—Address by C. M. Cady, of Chicago, on the subject of 'Vocal Music', followed by a musical drill illustrating his method of teaching the same in the common school. **7 o'clock.**—Lecture by Prof. A. S. Welch, Principal of the Michigan State Normal School, on 'The Natural System of Education'.

THURSDAY, 9 A.M.—Address by Rev. Z. M. Humphrey, of Chicago: subject, 'Americanisms'. **10 o'clock.**—Essay by A. M. Gow, of Dixon, on 'Natural History in School'; Election of Officers and other business, and discussion. **11½ o'clock.**—Rev. L. P. Clover, of Springfield, will present the subject of 'Drawing as Connected with the Common and Higher Pursuits of Life'. **1½ o'clock P.M.**—Address by Prof. J. G. Hoyt, Chancellor of Washington University, St. Louis: subject, 'Popular Fallacies'; Discussion. **3 o'clock.**—Essay by W. W. Davis, of Sterling, on 'The Claims of History in the Common School'; Musical Drill, conducted by C. M. Cady. **7 o'clock.**—Lecture by Hon. J. M. Gregory, Superintendent of Public Instruction of Michigan, on 'Education the Business of Life'; Discussion.

FRIDAY, 9 o'clock A.M.—Address by C. E. Hovey, Principal of Illinois State Normal University, followed by discussion. **10½ o'clock.**—Lecture by Rev. J. S. Poage, of Aledo: subject, 'Moral Courage an element of Character essential to the Scholar'; Unfinished Business; Resolutions, etc.

It is important that all interested in the success of this our annual meeting should be present at the opening and remain until the exercises are closed. Business of importance will be brought before the Association during the *first day*, and all

should be present to have a voice in transacting it. We are obliged to commence one day later in the week this year than usual, hence the necessity of *punctuality* on the part of those named in the Programme. No part of the Programme can be delayed without seriously interfering with the business of the Association.

A Committee of Arrangements will receive teachers on their arrival at Quincy and assign them places.

The Superintendents of the following roads have consented to grant free return tickets to those attending the meeting of the Association: The Quincy and Toledo; Great Western; Chicago, Alton and St. Louis; Chicago, Burlington and Quincy; and the Galena and Chicago Union. The Rock Island and the Illinois Central refuse to grant similar favors. Other roads have been asked for favors, but no answer has yet been received.

E. L. CLARK.	} Committee on Programme.
E. C. DELANO,	
O. SPRINGSTEAD,	

NECROLOGY.—DR. DAVID DALE OWEN died at New Harmony, Ind., Nov. 13th, 1860. He was a son of the celebrated socialist Robert Owen, and brother of the politician Robert Dale Owen. His life was devoted to the study of geology and the kindred sciences. He made a geological survey of Indiana in 1838, and then, under appointment from the U.S. Government, made a survey of the Northwestern Territory, which was published officially, and is counted a very valuable work. The States of Kentucky, Arkansas and Indiana successively employed him; he was engaged in the resurvey of Indiana when he died. . . . REV. DR. RICHARD ARMSTRONG, President of the Board of Education, Member of the Privy Council and of the House of Nobles of the Hawaiian Nation, died September 23d, 1860. He was born in Pennsylvania, April 13, 1805, and went as a missionary to the Sandwich Islands in 1832. From 1847 until his death he was at the head of the national system of education, highly beloved and esteemed. . . . GEORGE SCHROETER died at Paterson, N. J., October 25, 1860, aged 42. He was a Prussian by birth, and came to America on account of his share in the political movements of 1848. His special attainments were in languages and in natural science: in this country he devoted himself to geography. In 1856 he completed for the Stock Exchange, London, a map of the United States on a canvas thirty feet by seventeen, wrought to very minute details.

MR. WALSH AND THE BUGS.—We call especial attention to the advertisement, in this paper, of Mr. B. D. Walsh, who has placed his great collection of insects on exhibition at Island City Hall, and who will deliver a lecture in regard to the habits and peculiarities of insects of Illinois this evening and Friday evening.

Mr. Walsh has spent years of patient and persevering labor in collecting, preserving and arranging these insects, and he is probably better informed in regard to their history than any other man in our State. Mr. Walsh is a man of rare scholastic attainments, and will give useful and entertaining lectures upon the branch of natural history which has absorbed his attention for a few years past. The exhibition will be open during the day, and the lectures will be delivered in the evening.

So says the *Rock Island Argus*. We have heard Mr. Walsh talk of 'the bugs' twice, and never heard more interesting lectures. Last July he informed us that he expected to lecture at different points in the State, and we earnestly advise all our readers who have the opportunity to hear him to fail not thereof.

MR. WESTMAN'S ARTICLES ON Grammar are brought to a close in this number. We do not wish to comment upon them or to say how far our own views coincide with his: his criticisms may have been over-sharp, and his apparant Ishmaelitishness may have displeased; but his practical advice is worthy of careful attention. If but one point which he urges—do not teach grammar to children—could be gained every where, it would be a great benefit. We hope to have during the coming year articles from his pen of less polemic cast.

BARNARD.—We regret to learn that Dr. Barnard is obliged to abstain from use of his voice in lecturing or other work requiring effort of lungs and throat. He gives this reason in declining an invitation to address the Illinois State Teachers' Association.

CONNECTICUT STATE TEACHERS' ASSOCIATION.—This body met Bridgeport, October 18 and 19. The gathering was large. A new feature was introduced on suggestion of Mr. Curtis, of Hartford. The members were divided into sections: 1st, High-School teachers; 2d, Grammar-School teachers; and 3d, teachers of Intermediate and Primary Schools: and these sections held separate meetings at sundry times for discussion of their peculiar interests, and reported results to the general meeting. The experiment was highly successful.

CALIFORNIA sends us a monthly journal of literature and education called *The Bookseller*, published at San Francisco.

RAILROADS.—The manager of a railroad in Iowa aided the State Fair by forwarding to the Fair cattle and swine free and people at half-price; but he refused all accommodation to the State Teachers' Association. The Illinois Central and others in our own State pursue the same policy. The Superintendents doubtless think hogs of more interest than men.

THE MATHEMATICAL MONTHLY.—*Teachers and students of mathematics*, you ought to subscribe to the *Mathematical Monthly* for the following reasons:

1st. Each number contains simple and elementary notes upon subjects which you teach and study.

2d. You must have text-books, and you wish to use the best ones: *The Mathematical Monthly* contains carefully-prepared notices especially intended to aid you in making a selection.

3d. You need works of reference upon all the subjects of mathematics which you teach and study, and *The Mathematical Monthly* notices will save you many times the subscription-price by preventing the purchase of useless books.

4th. You will aid in sustaining *The Mathematical Monthly*. Prizes offered to students for solutions and essays.

5th. You will aid in sustaining a Journal devoted to your own profession.

6th. You will find a large list of mathematical books, from which, if you wish, the Editor, Mr. J. D. RUNKLE, will aid you in making selections adapted to your wants.

Subscription price \$3.00, or twenty-five cents per number, with large reductions to clubs.

Address SEVER & FRANCIS, Publishers, Cambridge, Mass.

YALE AGRICULTURAL LECTURES.—The public will be gratified to learn that the novel experiment of the Yale Agricultural Lectures of last winter was so successful as to induce its repetition this winter on a more complete scale. The course will commence February 5th, and continue through the month. These lectures, which are of great value to the whole country, and worthy the attention of every cultivator, are given under the auspices of the Yale Scientific School, or Scientific Department of Yale College, as a supplement to its newly-instituted course of practical collegiate education, and for the benefit of the public at large. A new and important feature of this course will be its complete illustration by specimens, drawings, models, and animals. Life-sized paintings of groups from celebrated herds will be included in these illustrations. The lectures on training and breaking horses are to be accompanied by practical illustrations. The lecturers of last year will take part in the course, and other eminent names, with a variety of new subjects, will be added to the list.

The expenses of the course are provided for in part by subscription. The lectures are under the direction of Prof. John A. Porter, who may be addressed for further information, at New Haven, Conn.

American Agriculturalist.

A NEW PLAN.—In one of the Cincinnati schools a spelling-match was made up between the pupils of two rooms, 42 boys against as many girls: 375 words were spelled, of which the boys missed four and the girls five. The prize was a fine picture of Washington, which is to hang in the boys' room for one month, when it again becomes the prize of a new match.

A STYLE WANTED.—At the Ohio State Teachers' Association last July, a report was read on 'The Culture of the Will'. The publication of it was requested; we suspect one reason was because it could not be understood from the reading. It appears in the *Ohio Educational Monthly* for October; and while its author is evidently a thinker, he needs to cultivate acquaintance with the English language as a means of communication and expression. New words made without a cause and old words used improperly are frequent; and a constant preference is given to long words from the Latin. Here is the first sentence: "I postulate, what you all readily grant, that Education as an art has for its end the harmonious maturity of all the powers of which man is the possessor, and includes among its means every manipulation which may give to a latent ability any greater efficiency in harmony with the healthful growth and maturity of any and every other ability." That idea of *manipulation* as a means of education suggests—some unpleasant operations, but is favorite with that writer; he gets it in repeatedly. 'Minify' is a word that has proved rather too much for all our faculties but that of guessing by aid of the context; our big dictionaries are powerless before it. Seriously, it is a pity that any man having good thoughts should so dress them up; and it is a shame to a teacher to write in such a style. One of the editors of the *Journal of Progress* seems to compare his style with that of Kant, who was notoriously one of the worst writers of Germany.

POETS IN THE ELECTORAL COLLEGE.—Two of America's greatest poets were honored with the office of presidential elector in the late election: William Cullen Bryant in New York, and John Greenleaf Whittier in Massachusetts. The *Independent*, noticing the fact, mentions other great poets who have taken an active share in political affairs, Chaucer, Milton, Sir Philip Sidney, Addison, Byron, and adds Mrs. Browning, whose writings are now ardent with zeal for liberty in Italy.

PLACE FOR THE BEST TEACHERS.—In Syracuse, N.Y., the most experienced teachers are placed in the Primary Departments, and paid prices corresponding to their ability, and not according to the usual standards. The Superintendent of that city speaks of the working of the plan as very beneficial, and says that it will certainly not be changed.

TEACHERS AT INSTITUTES.—A correspondent suggests the question, 'Are the best teachers *all* and *always* found at Institutes?' Let our correspondents answer if they have any thing to say on the point.

THE ATLANTIC CABLE.—Recent efforts to raise the Atlantic Cable show that it is too nearly destroyed to be of any use: it will not bear the strain of raising.

LEIGH HUNT'S LIBRARY has been bought by Messrs. Ticknor & Fields, and is coming to America. In it are many presentation copies from authors with their autographs, and works with the poet's marginal annotations.

SHAKESPEARE'S WORKS.—The library of the late W. E. Burton was sold at auction in New York, October 8–22. It contained a valuable collection of dramatic works, including rare editions of Shakespeare. Of these none were purchased by Americans: all the early folio editions go back to England. A 'first folio', dated 1623, was sold for \$375; the 'second folio', 1632, for \$127.50; and a copy of Halliwell's edition, 20 vols. folio, was purchased for Mr. Halliwell himself for \$305.

"ARITHMETIC RUN MAD."—An article with this title was published in our October number, taken from the *Conn. Com. School Journal*. A recent number of the same journal contains a letter from teachers in New London, where the writer of the article named lives, denying some of his asserted or implied facts so far as concerns their city. To us this denial is of no practical effect, as we in Illinois will view the whole subject on its merits. Don't mount a hobby of any sort. Arithmetic is the one which has most riders now.

LIFE OF FRANKLIN.—Edward Everett has engaged to write a life of Franklin, to be issued by Sheldon & Co.

ERRATUM.—In the November *Teacher*, page 437, in speaking of Livingston Co. Institute, mention is made of townships having the 'no-fence law', and it is stated that *ten* in a row north and south are found in some places: it should be *two*. E.

NOTES AND QUERIES.—*Answer to Query 11 (p 400).*—'Messrs. Brown & Smith should be read by substituting the word *Messieurs* (pronounced Mes'yertz) for the abbreviation 'Messrs.', which is a contraction of the word. The word is French in origin, composed of *mes*—my, and *sieurs*—masters, or gentlemen. Some have been accustomed, when reading, to put the words 'gentlemen sirs' in place of the abbreviation, from a misunderstanding of the spelling-books, which give the abbreviation and its explanation thus: 'Messrs. *Gentlemen: Sirs.*' The word is now naturalized in English; and the explanation should not be given in place of the word: it would be as much out of place as to substitute 'Master' for 'Mr.'

ED. TEACHER.

Answer to Query 13 (p. 400).—"Which is most pedantic, egotism, or *weism*? i.e. the use of *we* for *I* extended beyond authorized usage." We dislike what J. S. D. calls *weism*, and think that correspondents of newspapers and magazines, and of the *Illinois Teacher* especially, should say *I* when they mean *I*, and *we* only when they speak for more than themselves singly. A writer may often speak both for himself and the reader, using the plural term; thus he may say 'we find the word *defiant* in recent dictionaries', meaning to speak for himself and others. We suppose the editorial use of the plural arose from actual plurality of editors. We must suggest that the improper use of *we* is not properly called '*pedantic*', which means 'ostentatious of *learning*'; it is rather an ostentation of self-importance.

ED. TEACHER.

Answer to Query 14 (p. 400).—"Should we write 75 cents *a* bushel, or *per* bushel?" Give us the English '75 cents a bushel' in preference, though the other is more prevalent now in commercial writing, "to soun' antiqueate, an' professional, an' perfunctory-like," as Sandy Mackaye says in *Alton Locke*.

Q. Q.

On *Query 15 (p. 400)*, as to the proper pronounciation of *light*. It should of course be like *high* with the articulation represented by *t* added. ED. TEACHER.

Answer to Query 16 (p. 431).—"What is 'not' in the line 'Not a soldier discharged his farewell shot'?" *Not* is an adverb limiting *a*; the meaning is 'not one soldier', etc.

G. A. E.

But does G. A. E. find any rule in his grammars for allowing an adverb to limit or modify an article or a limiting adjective? We have examined several of our largest and best grammars without finding that they recognize the fact that certain words commonly called adverbs may limit specifying adnouns, of which class such words as *an* (or *a*), *the*, *this*, *that*, *every*, etc., are examples. We do not question the correctness of G. A. E.'s explanation; but it brings to view an instance of the defects of our grammars, arising from their want of science and accuracy.

ED. TEACHER.

Answer to Query 17 (p. 431).—"Smoking and all improper conduct are prohibited in this room." Is it correct? I think the sentence incorrect, for *smoking* is *improper conduct* in that room; therefore, although the two nominatives are connected by *and*, they merely serve to describe one thing, and the verb should be singular.

G. A. E.

What do others say?

On *Query 18 (p. 431).—*"How is *is* parsed in the sentence 'four times six is twenty-four'?" In this sentence *six* is a noun in the singular number; singular *six*, plural *sixes*; and it is nominative to the verb *is*. *Is* is a verb in the singular number, having *six* for its nominative. *Times* is a noun in the objective case, according to Brown and Bullions, but in the nominative independent according to Wells and some others: it either limits *six* directly, or else it limits some understood word, like *taken*. *Twenty-four* is a noun in the singular number, predicate nominative after *is*.

I think the sentence to be in fact elliptical; and that we should understand it better by considering it to be formed from this full sentence: [The] four times

[taken number] six is twenty-four: or, in a different order, [The number] six [taken] four times is twenty-four. I would say '4 times 6 is 24'; but 4 times 6 men are 24 men: in one instance the numerals *six* and *twenty-four* are abstract nouns; in the other they are adjectives. I can not fully explain my views in the *Notes and Queries* of the *Teacher*, as they rest upon researches which go deeper into the subject of language than do our common grammars. I can only refer, for a superficial view and a thorough examination of the question upon the basis of common theories and usage, to my elaborate article in the June *Teacher*. q. q.

On *Query* 20 (p. 431), J. S. D. asks why so many persons use *that* as a conjunction in writing but omit it in speaking: thus they would write 'I expect that he will come', but say 'I expect he will come'. In the first place, there is an allowed difference between the colloquial and the literary styles: next, the tendencies of the language appear most fully in the spoken tongue: lastly, the tendency to ellipsis and shortening of sentences is very manifest in all our literature.

BERTRAM.

Query (21.) Should we say 'I met him at Burroughs's book-store', or 'I met him at Burroughs' book-store?' Should we say 'Wells' Grammar', or 'Wells's Grammar'?

G. A. E.

Query (22.) Should percentage be expressed in whole numbers or in decimals?

C. H. L.

Query (23.) Is 'a good deal' good English?

C. H. L.

Query (24.) How would the following sentence, from Cowper's *Task*, be diagrammed according to Clark's method?

"Knowledge and wisdom, far from being one,
Have oftentimes no connection."

C. H. L.

Query (25.) What kind of a verb is *had* in such expressions as 'had rather', 'had better', 'had as lief', and 'had lever', and in what mode and tense is it?

C. H. L.

Query (26.) When should pronouns referring to Deity commence with capital letters?

C. H. L.

Note on a 'ten-foot pole'.—My friend J. S. D. was a little hasty in classing together the expressions 'four foot measure, ten foot pole, forty rod long, three year old', etc., and implying (for he does not assert) that they are all wrong. I can easily frame sentences in which all his examples shall be used, and the sentences shall be correct. Let us look at the rules of the language a little to get from usage a general principle. What is a *shoemaker*? One who makes *shoes*; but we do not call him a *shoesmaker*. So we do not say *booksseller*, but *bookseller*; not *watchesmaker*, but *watchmaker*. So an *oxyoke* joins *oxen*; a *mouse-trap* catches *mice*; the *toothache* may affect several of our *teeth* at once; a *footstove* is (or was) for ladies' *feet*; and Canning's 'Needy *Knifegrinder*' ground *knives*. We can now state a principle: a word which is by original nature a noun, when used as an adjective element in a compound word, is used in the singular and not in the plural form, if it has a singular form. Even some words which are not used as nouns in

the singular take a singular form in composition: thus we say ashpan, oatmeal, billiard-table. Now, when the noun-adjective or noun used adjectively is itself to be modified before it is used as an adjective to some other noun, it is not compounded with that other noun; but, retaining its singular form, it is compounded with its own modifier, generally by use of a hyphen; and the two terms so joined become adjective to the noun which they jointly modify. Thus of a measure which is 12 inches long I should say that it is 'a foot-rule'; if it is 36 inches long I call it a three-foot rule. Or I might call them twelve-inch and thirty-six-inch rules. Critical writers tell of ten-syllable lines (Chambers's Cyclop. Eng. Lit., Vol. i, p. 29); I have read of an eight-page tract; and no one will cast out these familiar expressions: a forty-acre field, a three-year-old colt, a three-cent postage-stamp, a four-horse coach, a ten-penny nail, the two-mill tax, a five-dollar bill, a ten-dollar coin, a two-shilling calico, a four-pound weight, etc. Need I give you more examples? Yes, I will take the four cited by my friend J. S. D., and weave them into a correct sentence, though it will not be a smooth one, and will be one which I should not use on account of the awkwardness of the doubly-compound adjective, 'forty-rod-long'. 'Elbridge and I, with a four-foot measure and a ten-foot pole, laid out a field with forty-rod-long sides, for our three-year-old colts.'

It is true that such adjectives as three-year-old can not be used as predicate attributes: we may not say of a colt 'he is three-year-old', or of a stick 'it is four-foot-long'; in such cases the other forms — three years old, and four feet long — have undisputed use. Clark, in the first edition of his grammar (p. 165), said, 'The Noun should correspond in number with the adjectives'; and gave as correct 'a two feet ruler; a ten feet pole'. In his later editions this is omitted, and nothing is said on the matter. Perhaps Gould Brown's criticism (Gram of Gram., Syntax, Rule 9, Obs. 9, foot-note) was the cause of the correction. I will inform those interested that the numbers of the *N. Y. Teacher* for this year have printed on them the words 'Volume Ten'.

WESTMAN.

LOCAL INTELLIGENCE.

ADAMS CO. TEACHERS' INSTITUTE.—This Association met in the City of Quincy, November 22d, and continued in session two days and a half. Although the weather was unfavorable, the exercises were eminently spirited and instructive, and considered quite an advance upon former meetings. They partook more of the character of an Institute than an Association, and, instead of highly-wrought literary performances in the form of lectures, were plain, practical talks upon what pertained to the direct duties of the school-room. The two prominent topics introduced for discussion were School Management and Graded Schools. The first was confined to those outside influences which would have a tendency to awaken an interest in the parent as well as the pupil: such as visiting them, giving deportment cards daily, publishing standing in the different studies, etc.; the

second, the number of grades desirable, the studies that should be pursued in each, and the qualification of teachers in the several grades. Council Greely, Esq., a young lawyer, late from Maine, took an active part in the proceedings. W. W. Wentworth, Esq., of the same profession, was also in constant attendance. H. S. Davis, Superintendent of the Schools of Quincy, was at his post. George Long gave an exercise in Mental Arithmetic, D. Jenkins one in Geography, and W. M. Baker, President of the Association, a lecture on Physical Geography. A most admirable lecture was also given in the evening by Dr. R. S. Rutherford upon what he called the *Physiognomy* of Anatomy, the leading idea of which was that all outward forms were but the manifestation of mental quality, and impressing practically upon teachers the importance of studying the temperaments and *faces* of their pupils.

The following officers were elected for the ensuing year: J. G. Marchant, President; D. Jenkins, Vice-President; Joseph Hoxie, Secretary and Treasurer; Geo. Long, Wm. M. Baker, John Petingill Executive Committee.

The Association adjourned to meet again in April.

[We thank Mr. Marchant for the above. Adams is a large county, and the educational movement has not yet become 'consolidated', if we may be pardoned such an expression: the teachers from all parts of the county have not yet joined together in work. We learn that schools are improving in Quincy, under an energetic corps of teachers.]

BUREAU Co.—The Teachers' Institute was held at Princeton, October 22–27, Mr. Charles Robinson presiding: 80 teachers were enrolled, 28 being from Princeton, and the remainder from nineteen other towns. Beside the usual teaching exercises, there were several discussions and essays, and lectures by Messrs. Bateman, Hovey, and Hoagland.

One of the discussions was on the question, 'Does the teacher's profession offer sufficient inducements to make it desirable as a life-long occupation?' How far the parties engaging in it were in earnest in the opinions advanced we do not know; but the arguments are not all on one side, and it is well that the question should be talked of and thought of carefully.

The Institute was one of such straight-forward *work* that we see little to notice specially. The prizes offered by the School Commissioner, Mr. Charles Robinson, are, however, not to be passed by. To any school in the county which has the greatest average attendance in proportion to the number of scholars, during the months of December, January, and February, a copy of Webster's Unabridged Dictionary and Lippincott's Gazetteer; and the school that is second best in average attendance, a copy of the Dictionary. A copy of Shakspeare for the best reading of the three following pieces in Sanders's Fourth Reader: Speak Boldly, page 351; The World for Sale, page 217; and David's Lament for his son Absalom, page 365, to any teacher in the county. The best reading to be determined by a vote of the Institute. Prizes to be given at the next meeting of the Institute.

The Institute resolved to hold a meeting of one day next spring, April 6th. The exercises of this meeting were conducted principally by Messrs. Waldo, of La-salle, and Hoagland, of Henry, and the home teachers.

[We are indebted to some unknown friend for a copy of a newspaper containing the published proceedings.]

THE HENRY CO. TEACHERS' INSTITUTE held its fourth session at Galva, commencing Monday evening, October 22d, and closing Friday evening, October 26th.

Prof. J. Estabrook, of Ypsilanti, Michigan, was employed as conductor, and performed his duties much to the satisfaction of those present. Monday evening the Institute listened to an able and animating lecture by Rev. B. F. Ward, of Geneseo—subject: 'Manhood'. The daily sessions were made instructive and entertaining by Drill-Exercises, conducted by Prof. Estabrook and other teachers present; also by discussions and essays. Essays were read by Mr. H. L. Sargent, of Wethersfield; Misses M. C. Batchelder and L. C. Ford, of Kewanee; Mr. G. G. Alvord, of Geneseo; and D. T. Bradford, of Kewanee. Prof. Estabrook delivered an excellent lecture on Tuesday evening to the Institute and citizens of Galva—subject: 'School Government'. Prof. Standish, of Galesburg, the appointed lecturer for Wednesday evening, failing to arrive in time, the audience was addressed by Prof. Estabrook and Rev. R. M. Bartlett. Prof. Wilber lectured in his pleasant style on Thursday evening—subject: 'Age of the World'. Friday evening Prof. Hovey lectured on 'Atmospheric Currents'. Prof. Standish delivered his lecture on 'Astronomy' Thursday afternoon.

There were one hundred and fifteen members in attendance, and the interest manifested seemed greater than that of any previous session. The County Supervisors appropriated \$75.00 to defray the expenses, and, as the citizens of Galva generously entertained the teachers free of charge, and did all in their power to render their stay pleasant, they had abundant reason to be satisfied.

[We are indebted to Mr. Bradford for the above sketch, for which he has our thanks. The ladies of Galva gave a festival entertainment on Thursday evening to the Institute, which enlivened the occasion. The appropriation by the Supervisors is a good example; we wish it might be followed extensively, as perhaps it would be if the teachers every where would take so much interest in their own cause as to turn out in such numbers, and *employ experienced conductors*. Then an Institute becomes worthy of the name.]

KENDALL COUNTY TEACHERS' INSTITUTE.—Pursuant to the call of Commissioner Barnes, for the purpose of organizing a Teachers' Institute in Kendall county, a number of teachers convened in Bristol, Tuesday, October 16th. Mr. Barnes took the chair, and, after appointing a committee of three to draft a Constitution, assigned the general management of the Institute to Prof. O. C. Blackmer, of Rockford.

The session continued until Friday, the time being filled with exercises of the usual character, conducted by Prof. Blackmer, Prof. Kellogg, of Clark Seminary, P. H. Brown, E. H. Fletcher, and E. R. Belding. Lectures and addresses were given by Prof. Quereau, of Clark Seminary, on the question, 'Why are we not better Teachers?' by Rev. Mr. Webb on 'The Duties of Teachers with respect to Moral Training'; by Mr. Colton; also, by Mr. Hill on 'Penmanship'.

A discussion on corporal punishment resulted in the conclusion that, like the surgeon's knife, it should be the last resort.

On Friday the Constitution was reported and adopted. The School Commissioner is *ex officio* President; a Vice-President, and a Secretary, who is also Treas-

urer, are the only other officers, and the officers constitute, also, the Executive Committee.

Mr. Brown, the Secretary, communicating to us the proceedings, says:

The Secretary was instructed to prepare a record of the proceedings of the Institute for publication in the county papers and the *Illinois Teacher*. The Institute closed with a public examination of teachers. Though the session was short, and not numerously attended, yet it was regarded by all connected as one of profit, and it has given a new impetus to the cause of education in the county. Better schools will be taught in Kendall county the coming winter in consequence of this new organization. No pains were spared to make the stay of the teachers agreeable, and the people of Bristol will long be held in grateful remembrance by all who enjoyed their hospitality.

LEE COUNTY.—The Board of Supervisors of Lee county has granted \$100 to be used in two sessions—one in the spring, the other in the fall—of the County Teachers' Institute.

PIKE COUNTY.—The Teachers' Institute was held at Griggsville, August 27-31, Mr. Jon Shastid presiding. The roll shows the attendance of thirty-one gentlemen and forty-one ladies, thirty-four being from Griggsville.

Exercises of the usual character were the staple of the work of the session, conducted by the Pike county members. Lectures were delivered by Mr. Turner and Mr. Bateman from abroad, and by home members or co-laborers—Messrs. Gill, Tedrow, Criswell, R. C. Noyes, Clement, Shastid, and Dickinson, and Rev. Mr. Stewart. The subject of *Reading* seems to have attracted considerable attention, Mr. Turner contributing his thoughts upon it.

Of things amusing and interesting we note the following:

Mr. Freeman, Chairman of the Finance Committee, offered the following resolution, which was adopted:

Resolved, That the male members of this Institute contribute one dollar each to defray the incidental expenses, and that the chairman of the committee pay a double contribution. Pieces followed.

'Pieces followed'! We wonder what kind of 'pieces'! Pieces of silver? or did the Institute go to *pieces*? We suppose it *exploded*, for the next sentence begins with the words 'order being restored'.

A discussion arose on a point in grammar, in regard to the classification and parsing of possessive nouns and pronouns. When it came up the second time Mr. Freeman offered the following resolution, which was adopted unanimously:

Resolved, That we as an Institute believe in parsing possessive nouns and pronouns as nouns and pronouns instead of as adjectives.

Afterward Mr. Shastid offered the following resolution:

Resolved, That in the sentence 'John lost his hat' the word *his*, in its individual office, or in its origin, is a pronoun; and in its use as a limiter, of the word it, is an adjective.

This resolution elicited a lively discussion, in which Messrs. Shastid, Chamberlain, Criswell, Freeman, Bateman and the Rev. Mr. Stewart participated. It was then adopted unanimously. Mr. Freeman offered the following resolution:

Resolved, That we as an Institute deem it expedient to parse all such words as 'his', etc., nouns or pronouns in the possessive case, and not as adjectives.

Mr. Shastid moved to amend this resolution by substituting for it the words, 'that we state the whole truth, and tell the student that in one use the word is a *noun* or a *pronoun*, and in its other use an *adjective*'. This amendment was lost, 28 to 25. The original resolution was then adopted.

We should like to have some of the 28 or of the 25 inform us of the grounds of opposition to Mr. Shastid's resolution, which seems to us to flow legitimately from a resolution previously adopted.

The *Teacher* was kindly remembered in one of the resolutions.

[We obtain the above sketch from the full proceedings in the *Pike County Journal* of November 8th.]

MODEL RULES.—We copy the following from the printed rules of the Board of Education of one of our Illinois cities; a city which has a High School, City Superintendent, and a course of study prescribed, in which is to be found a full allowance of the *ologies*. We do not wonder that a member of the Board said that the Board interpreted the rules to suit themselves:

"Any pupil, *who, having* three tardy marks or *shall fail* to be present within ten minutes after the hour for opening of schools, may be suspended for the remainder of the forenoon or afternoon session."

"Any pupil who shall break glass from any window of a school-house, or deface or injure or destroy any other school property, *will* be charged with the full amount of damage in *either* case, *which*, if not paid by the pupil, parent or guardian, as the case may be, the pupil shall be suspended."

Not very long ago in the same city there was some alarm about mad dogs; whereupon the mayor of that day issued a proclamation containing the following: "All persons owning dogs in said city are ordered to keep them secured *upon their own premises*, or to keep a good and sufficient muzzle *upon the same*. . . . Every person residing within said city limits *are* hereby appointed a special police," etc. We italicize, to show the beauties. Singular that keeping a good muzzle on one's premises should satisfy the mayor as well as keeping the dog there would.

MONMOUTH.—The citizens of Monmouth are discussing the policy of having their city charter so amended as to create a Board of Education. At present the city council has charge of the school-matters.

KEWANEE.—In October the 'throat-disease' or diphtheria created such alarm that the schools were nearly broken up. The directors allowed a week's vacation that their teachers might go to the Institute, and in a public notice stated that the disease is not contagious and was not increasing, and that classes containing pupils who had withdrawn because of the alarm would be put back for their benefit. The doctors could not stay the panic. The popular ignorance of some very simple medical truths gave much trouble. People ought to know that there are very few contagious diseases, and that the spread of a disease in a community is no sign of contagion. Teach physiology and common sense in the schools, with less of mere formal abstractions. We do not direct this at the Kewanee schools, for as we wrote it we were thinking of our own fields of personal observation and labor, elsewhere.

B O O K N O T I C E S .

1. A PICTORIAL HISTORY OF THE UNITED STATES. For Schools and Families. By Benson J. Lossing. Illustrated by over 200 Engravings. Revised Edition. Mason Brothers, New York. 12mo. pp. 371. \$1.00.
2. A PRIMARY HISTORY OF THE UNITED STATES. For Schools and Families. By Benson J. Lossing. Illustrated. Mason Brothers, New York. 16mo. pp. 223. 60 cents.

Our perpetually recurring political contests educate our children very early to the notion that they are Americans, partakers in a social and political life of great interest; and they soon take pleasure in studying—let us rather say acquiring knowledge of—our national history. If there is any better book for their use than Lossing's Pictorial History, we have yet to see it. It has several special excellences. The publishers have done their part well in securing good paper, clear print, and fine workmanship upon the illustrations, and the book is very cheap. Of the author's work we notice first that the style is good, so that the book is pleasant to read. We first made acquaintance with our national history in the larger edition of Goodrich; the very appearance of the book, already bereft of one of its covers as early as we can recollect it, is impressed upon our memory; and we remember that we thought the large type particularly dry, while we devoured with delight the subordinate narrations given in small type. Mr. Lossing has his sections all alike; the leading statements and the history are well interwoven; and the abounding illustrations are rarely fancy pictures, but are truthful illustrations of the text; very many of them are portraits of famous men, and many topographical plans are given, but no maps, Mr. Lossing referring the pupil to his atlas. The systems of foot-notes, to furnish details not easily embodied in the text; and of concordance, or reference from one part of the book to another, are also worthy of no little praise. The author interweaves statements of the causes of events, thus giving an applied philosophy of history. The inevitable questions for the use of stupid teachers and lazy scholars are given at the foot of the page, so as to be but little in the way of those who know how to use a book.

We have said that the style is good, but it is liable to some verbal corrections. The following sentences caught our attention in reading the 'Introductory Observations', in which the use of the verbal form with *shall* is not good English. "When the volume shall be used as a reading book, these inclosed figures may easily be omitted." "If strict attention shall be given to these references, the whole subject will be presented", etc. For 'shall be used' and 'shall be given' we ought to have 'is used' and 'is given'. So in the *Primary History* we find, "You will be glad to know a great deal about the Japan people when you shall be older." We should have 'when you are older'. If our correction is not allowed, then Mr. Lossing should have said on the last page of the *Primary* "when the arrangements shall be completed," while he has "are completed." "A civil war was menaced." (p. 306.) Corrected, "a civil war seemed to be at hand"; 'was menaced' is not good English.

Historically, Mr. Lossing has taken much pains to have his matter correct; particularly he has studied the topography of the places where the events have oc-

curred of which he tells. We notice an error in a matter of recent date; he says "the famous *Compromise Act* of 1850 had passed both Houses of Congress, and became a law"; and in the foot-note he says "several measures . . . were embodied in the act." Probably Mr. Lossing was just then so busy writing history that he forgot to read it in the papers. No such act or bill ever passed; but several separate bills became acts by the usual course of legislation, which have been called by politicians, in defiance of fact and the English language, the *Compromise measures*.

The Primary History is written in a Peter-Parleyish style, well suited in its familiar simplicity to little folks.

FRENCH IN ONE VOLUME. The complete French Class Book, embracing Grammar, Conversation, Literature, with Commercial Correspondence and an adequate Dictionary. By Louis Pujol, A. M., and Rev. D. C. Van Norman, LL. D. A. S. Barnes & Burr, New York. 8vo. pp. xii and 494.

We felt much amused by the first sentence of the Preface, which is—"A knowledge of the French Language has ceased to be merely an accomplishment; it has become a necessity." We thought of the rustic youth who, as the summer began, went to his father with a complaint: "Father, I don't need any new hat, and I can do without any shoes; but I'm suff'rin' for a bosom-pin!" We have known quite a number of valuable citizens and respectable scholars whose acquaintance with French was exceedingly limited, and who would have been not much afflicted with the loss of their little stock of it. The authors have rather over-stated their case.

Seriously, however, without any undue magnifying of their function, Messrs. Pujol and Van Norman have reason to be proud of this monument of their labor, scholarship, judgment, and ability as teachers. In our limited study of French we have often sought in vain in our grammars and dictionaries for information which is here given. The plan of the course of instruction and the general and particular arrangement of the book are admirably adapted to the successful use of the work by teachers and pupils.

Part I is an elaborate treatise on Pronunciation, in which not only the general rules but also all the exceptions thereto are carefully set forth; after which we find a system of French Accidence or Etymology. Part II treats of Syntax. Both Parts are prepared with abundant exercises for practice, which are generally on the pages opposite to those having the grammatical statements. Part III consists of Conversations. Part IV consists of extracts from French authors of the 17th, 18th and 19th centuries, from Bossuet to Victor Hugo, both in prose and in poetry; in all there are 130 pages, forming an introduction to French literature. An appendix gives forms of commercial papers and correspondence, and other forms of letters, notes, etc. The Table of Contents serves as a tolerable Index.

A RHYMING DICTIONARY. By J. Walker, author of the Critical Pronouncing Dictionary, etc. Abridged from the 4th London Edition. A. S. Barnes & Burr, New York. 12mo. pp. 326. 50 cents.

We never write poetry or rhymes, but have nevertheless frequently wished for such a book as this, which, as said on the title-page, answers the purposes of a spelling and pronouncing dictionary of the English language. Not unfrequently a question of the proper accentuation of a word is most easily decided by reference to the usage of the poets, whose rhythmic arrangements of words show how

they accented them. Some times the rhyme must be observed in order to read the lines correctly. From the appendix of this book (p. 276) we take an example, cited from Pope:

"Unfinish'd things one knows not what to call,
Their generation 's so equivocal."

If the first line is read without reference to the second, every one will put too much stress upon *call*, and the answering rhythm of the next line is imperfect; but if we throw stress upon *what*, the terminations of the lines agree in rhythm. A person running his eye over these pages will be very likely to find some occasion to examine his own accentuation of words. Walker's accentuations are not in all cases those now prevalent in our country and also allowed in England, but they should be known to teachers and scholars (we do not mean *pupils*) that they may not be too dogmatic. For instance, on p. 254 of this book we find *quanda'ry*; we often hear *quan'dary*; Webster gives the latter; Worcester gives both, with a preference for the former, therein agreeing with most English orthoëpists. A teacher may well direct his scholars to use one method, but should understand that the point is one allowing difference of practice in cultivated circles. This volume gives in small compass and at small price Walker's system of accentuation, and much of his pronunciation, and hence is useful to others than the writers of verse, who, of course, will want it.

The Appendix (54 pages) gives classification of perfect and allowable rhymes, with examples of the latter from the poets. The rhymes are those made by single words, and not by combinations; such as are Lowell's 'by it', and 'quiet'; 'precipices', and 'than this is'; 'Cæsar', and 'these are'; or Browning's bolder 'instinct' matching with 'quince-tinct'; 'Joseph' and 'knows if'; 'scriptures' and 'equipt yours'; 'quantity' and 'jaunty tie'; rhymes which John Weiss well called 'preternatural'.

By the way, we notice in Browning 'beneath it' is rhymed with 'seethe it'; it is much more common in this country to make *beneath* rhyme with *sheath* or *teeth*; most who so pronounce the word are unaware that all the orthoëpists are against them, as this book shows.

SURVEYING AND NAVIGATION. By Horatio N. Robinson. New York: Ivison & Phinney; Chicago: S. C. Griggs & Co. 8vo. pp. 246, with Appendix of Tables pp. 101. \$1.50.

Another volume of the excellent revised series of mathematical works, by that superior mathematician, Dr. Robinson. An advertisement of the whole series is generally to be found in our advertising sheets, and we refer to it for prices and list of them all.

ELEMENTS OF SCIENCE; designed for use in Grammar and Primary Schools. By George Moore, Principal of Grammar School No. 10, New-York City. Mason Brothers, New York. 16mo. pp. 160.

A little book upon the question-and-answer plan, intended for teaching children the elements of science. Though it may give some good hints, we can not commend the book; it is not suited to the purpose for which it is offered, being too technical for primary schools, and too incomplete for others. The author would have etymology taught along with the sensible qualities of objects, and all manner of scientific classifications.

Mr. Moore shows us in the first page of his introduction one error of his whole work. Its real design is to teach the meaning of words by sensible illustration, rather than to give object lessons. He says you must have objects to show, elicit a statement of their qualities, and write the names of these qualities on the black-board, and have the pupils write them, "for", says he, "all knowledge consists of a right understanding of words, and the proper use of them." This is a singular notion. He did not make proper use of words in writing that sentence; for, as it stands, it says that knowledge consists in part of the proper use of words. Waiving this awkwardness and taking it as he meant it, that knowledge consists of a right understanding of the meaning and use of words, we see the error in clear light; it means that knowledge consists not in knowing things experimentally, but in knowing the names of them. The old proverb—"A burnt child dreads the fire"—contains a far better philosophy. We have too much of this verbal, wordy teaching in our schools already.

Mr. Moore may say that in 'right understanding of words' he includes 'experimental acquaintance with the things represented by words'. Then he should have said so. We have given the other interpretation to his words because the book makes a corresponding impression upon us. Even then the statement is not true; for there are knowledges many, vast, and valuable, without words. We believe that many persons, like this gentleman, suppose themselves to be teaching things or discussing things, when the whole talk is of the meaning of words.

WEBSTER'S ACADEMIC DICTIONARY. Mason Bros., New York. 8vo. pp. 472.

This is the same as the Counting-House and Family Dictionary noticed by us last month, except that it lacks the commercial tables, etc., at the end. These small dictionaries are better for school use than the large ones, since each pupil can have one at his desk; and as pronouncing dictionaries they are nearly equally useful, as they contain nearly all the words for which a pupil will desire to consult them. The school-room should be furnished with an Unabridged Quarto; but with these smaller dictionaries in their desks, the pupils would not so often need to consult it.

ANALYSIS OF RAPHAEL'S CARTOONS. Charles B. Norton, New York. 16mo. pp. 141. \$1.00.

This is a description of the series of pictures advertised by Mr. Norton in the February number of the *Teacher*, in which also is given some account of these pictures and their history. Mr. Norton has disposed of 922 sets of them in America, 14 sets coming to Illinois. The steel plates from which they were printed have been destroyed. Mr. Norton is now taking subscribers to a set of Sir David Wilkie's pictures, giving for \$10 what was originally issued at forty guineas. He is well known in the United States as a literary agent, and is now affording the lovers of pictures rare advantages. Those interested may address him at New York for further information.

SCHUYLER'S HIGHER ARITHMETIC.—We briefly spoke of this in the last number of the *Teacher*, promising fuller notice of it. We find the book to be quite original in its plan and in many of its methods and suggestions. It pleases us better,

in many points, for a Higher Arithmetic than any other. We do not think, with Prof. Dodd, after considering his arguments on the point, that the Higher Arithmetic should consist only of the common practical with appended pages, so that the scholar should not go over the ground of addition, subtraction, etc., with new views of these operations. The Practical or Common-School Arithmetic should give the simplest methods of operation, with abundance of exercises for application; and the use of arithmetic for ordinary transactions of business should be made sufficiently plain. But the consideration of the properties of numbers, various methods of performing the fundamental operations, contractions, short methods involving much thinking or previous familiarity with operations, the subject of circulating decimals, and suggestion of a large number of applications of arithmetic to business,—all these should go into a separate book, to be taken up at a later period, after the first book has been worn out or laid aside; and this second book is the Higher Arithmetic. This should use so much of the notation and methods of Algebra as will aid the pupil in learning arithmetic. What has been put in the subordinate book may be put again in the higher only so far as is necessary to make the higher contain a full view of the subjects of arithmetic, and no class of exercises given in the lower should be repeated. The new methods and new statements of principles should have exercises accompanying them, and many of them should be difficult problems, arithmetical gymnastics, *tour de force*, to use a French phrase. General views which would be out of place in a first book have their place here. Such is, in brief, our view of the proper relation of the common and the higher arithmetics: one for those who can not study the subject fully; both for those who can.

Prof. Schuyler's work has for one new feature its tabulations or summaries, bringing into brief space and convenient for reference or reviews such symbols or brief statements as recall to the mind what has been studied. The use of algebra for illustration is constant; it is not arithmetic, but it belongs in a Higher Arithmetic, because that is appropriately a study of the properties of numbers by the aid of other branches of mathematics. The number of examples for exercise is not as large as is usual, but much study and thorough understanding of the subject will be necessary to go through the book as it is. A variety of new methods are given, few of which will be claimed to have much practical value, but which are useful to test knowledge of the properties of numbers; some others which we expected to find are not here. The definitions and incidental discussions are remarkably clear. What is commonly called Alligation has new treatment, under the name of Average. We see here Prof. Henkle's suggestions on the naming of periods of figures above duodecillions. We think teachers will be pleased with the book as an addition to their own mathematical libraries, and they can judge how far it is proper to urge its introduction into schools.

Did we happen in the first half-hour of looking over the book upon its only typographical error? In the Miscellaneous Examples on page 425, in the 45th problem, '\$6.50' should be \$6.60; and in the answer '32, 31, 30' should be 33, 32, 31. Generally answers are not given in this book. In the tables of linear measure the obsolete table of cloth measure with the term *nail* is given, a term which we never saw out of an arithmetic, while the *line*, which we have met in reading, is omitted. We see that in subtraction Prof. Schuyler allows the pupil to *borrow* where he never expects to return any thing, which is naughty.

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
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
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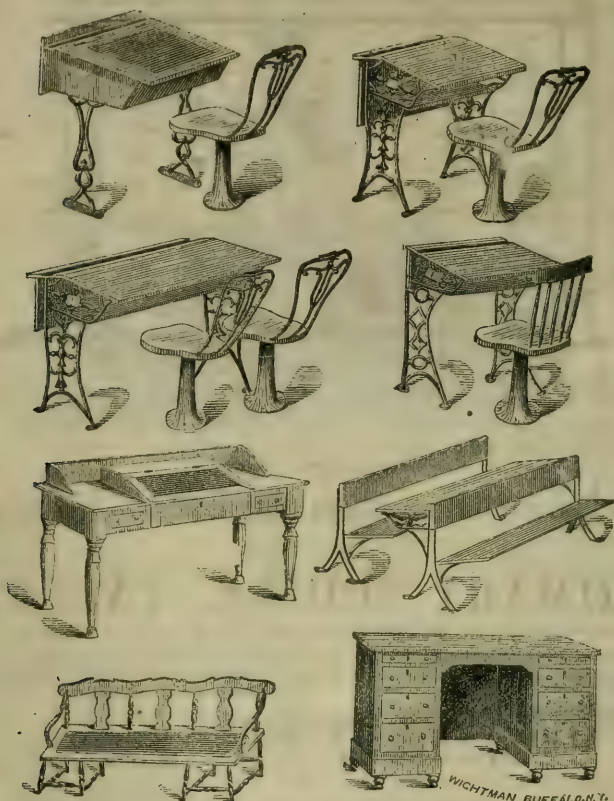
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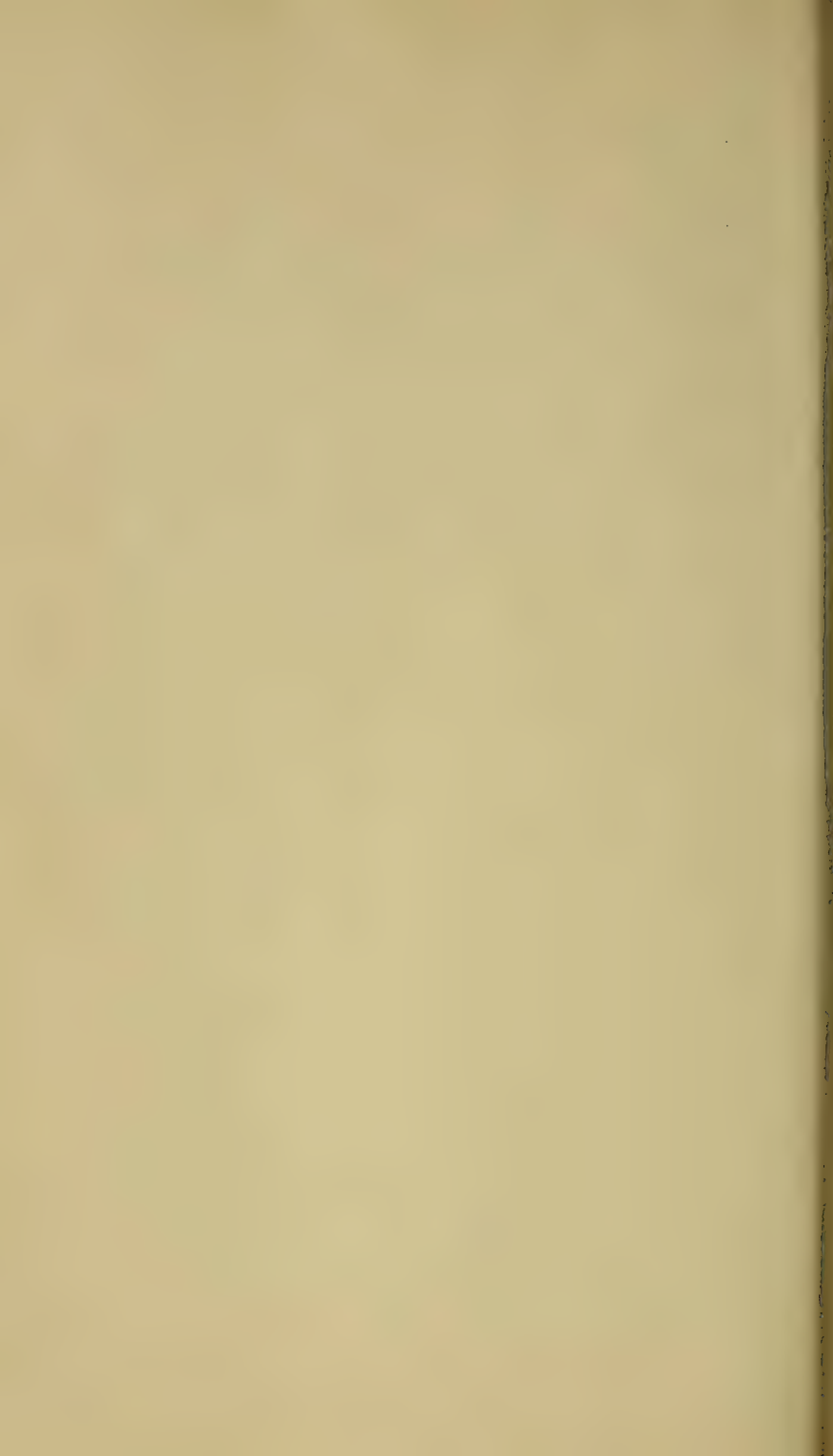
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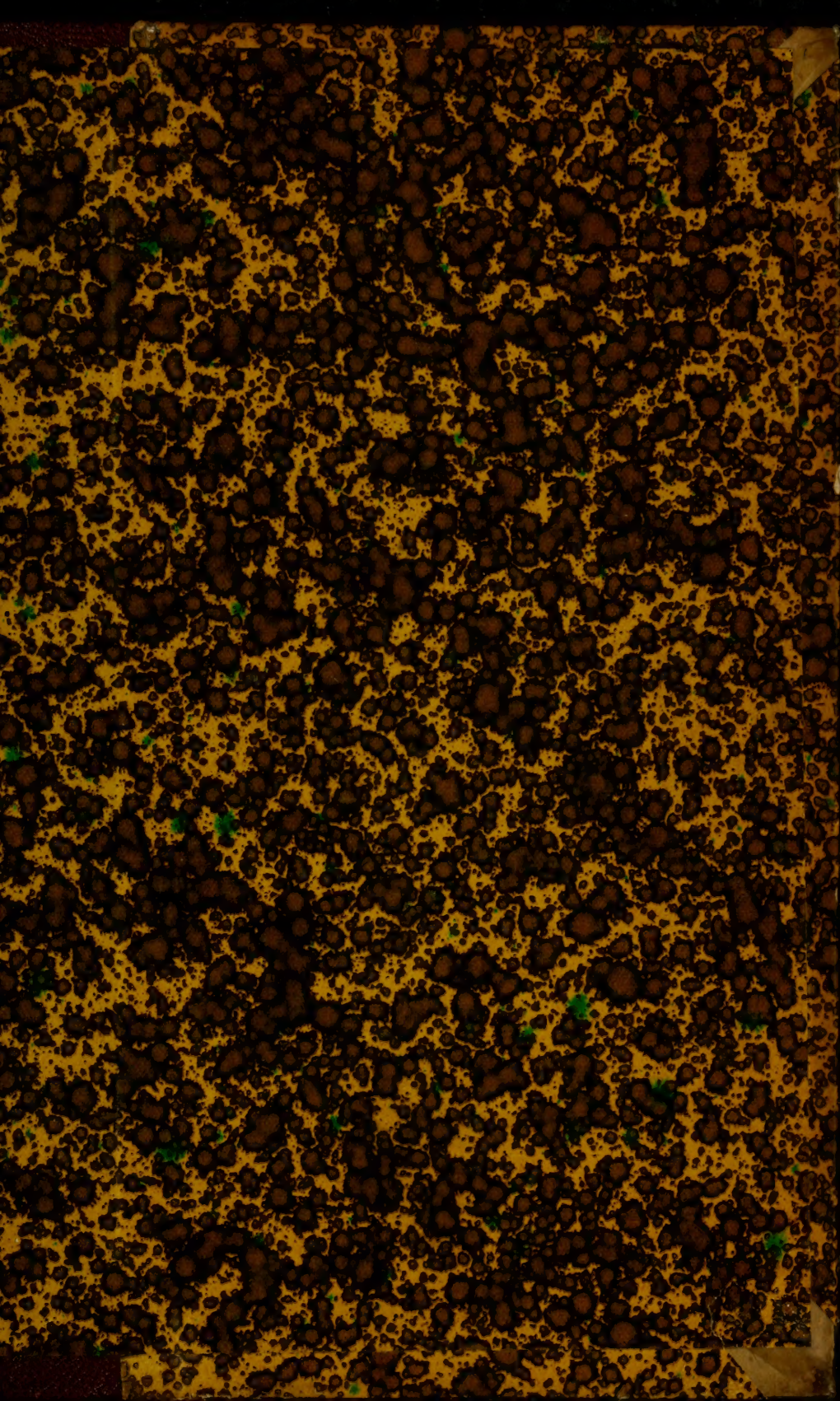
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